

**USING PICTURE-SERIES TO IMPROVE ENGLISH WRITING SKILLS
OF GRADE XI IPA STUDENTS AT SMA KOLOMBO SLEMAN
YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Submitted as Partial Fulfillment of the Requirement for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education



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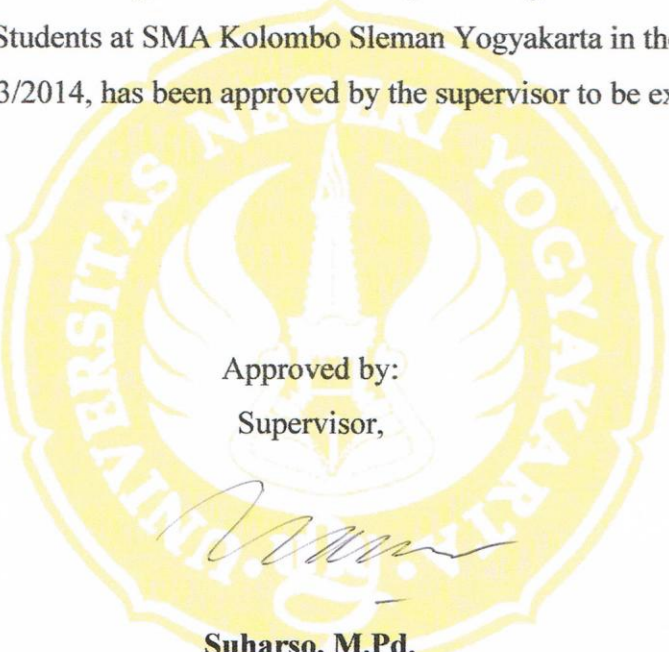
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A Thesis

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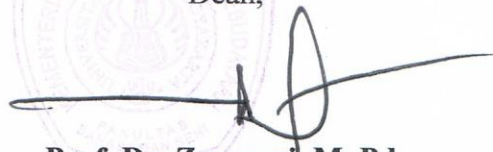
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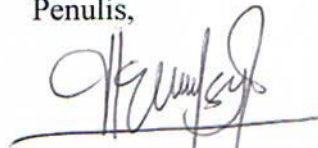
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 28 Juni 2014

Penulis,



Geubri Bilqis Syakura

MOTTO

It always rains the hardest on the people who deserve the sun.

*It is not the load that breaks you down, it is the way you carry
it.*

*The only person you should try to be better than is the person
you were yesterday.*

DEDICATION

I dedicate this thesis to:

My beloved father, Ikhsan Teuku Abdullah and my beloved mother, Fatimah Ratna Mutiara. I thank them for the endless love, support, prayers, help and all best things given to me.

My only brother, Muhammad Gorby Ash Shiddiqy. I thank him for the joy he brings and everything he has done to make me happy.

All of my best friends, partners and friends for the support and happiness.

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Eventually, I do hope that this thesis can be beneficial for the readers and the study can be used as a reference dealing with improving quality of the English teaching and learning process. However, I realize that this thesis may be not perfect. Thus, comments, criticism, and suggestions will be deeply appreciated.

Yogyakarta, 28th June 2014

Geubri Bilqis Syakura

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ABSTRACT

The aim of this research is to improve writing skills through the use of picture-series as the media in the teaching and learning process at grade XI IPA students at SMA Kolombo Sleman Yogyakarta. This research consisted of two cycles and involved the English teacher of XI IPA SMA Kolombo Sleman Yogyakarta, a collaborator (a student of English Language Education Department at UNY) and grade XI IPA students. The subjects of this research were 20 students at XI IPA of SMA Kolombo Sleman Yogyakarta in the academic year of 2013/2014.

The data were collected through observation of the teaching and learning process in the class and some interviews with some students of grade XI IPA and the English teacher. The data were in the forms of field notes, interview transcripts, and students' writing scores. The data validity was obtained through democratic validity, process validity, outcome validity, dialogic validity, catalytic validity and content validity. As for the quantitative data reliability, the researcher applied inter-rater reliability.

The study showed that the use of picture-series as the media in the teaching and learning process brought significant improvement to the students' writing skills. By applying picture-series media, some of the students' problems in writing were solved. The researcher also found that the students' motivation in learning writing increased. Those findings were strengthened by the improvement of the students' writing scores in the pre-test, post-test 1 and post-test 2. The students' mean score in the pre-test was 56.75, while their mean score in the post-test 1 was 63.85. After conducting Cycle 2, the students' mean score became 77.275. In conclusion, the use of picture-series as the media in the teaching and learning process can improve writing skills of grade XI IPA students at SMA Kolombo Sleman Yogyakarta. Based on the findings, the English teacher was expected to use various media in the teaching and learning process of English since the use of various media can be beneficial for the students.

CHAPTER I

INTRODUCTION

A. Background of the Problem

In this globalization era, English is needed for people since English is a universal language. Having English as a foreign language, people in Indonesia put English as an important point for developing the quality of human resources. Therefore, English is learnt in some levels of education in Indonesia and is tested for graduation requirement for the students. In order to achieve English skills, the students must be able to master English in both oral and written forms.

Nowadays, many methods, techniques, and media are applied to the English teaching and learning process. However, none of them is the most effective one to be applied in the classroom. The effectiveness of the methods, techniques and media depends on many factors like the level of students. The media for learning English used for senior high school students should differ from the media used in elementary school students. Students from both levels may have similar kind of media, for example pictures. However, the tasks and the challenge given can be different. The media for senior high students may involve more difficult vocabulary and more tasks than the media for elementary students. Another factor is situation and the background of the students. Even when the students are in the same level of education may have different suitable media. Students have different skills in any subjects, including English. Some students may have excellent proficiency in English and some others may have poor proficiency in

English but may be excellent in another subject. Therefore, the teacher should be able to identify the students' different skills and apply the appropriate media that can be, at least, suitable for all students in the class. Here, the suitable media are those which can seem challenging for the excellent ones as well as interesting for the poor-skilled students. Many new techniques and media have been launched to the world wide to enable English teachers to use them appropriately.

Basically, there are four language skills in English. Those skills are essentially needed to maintain good communication. They are listening, reading, speaking and writing. Listening and reading are the receptive skills, while speaking and writing skills are the productive skills. Productive skills (speaking and writing) are considered to be more difficult than the receptive skills. The researcher had writing skills as the main focus of the research as Harmer (2004 : 3) stated in his book that writing skills have numerous advantages especially in education context. Many foreign language skill tests tend to have writing skill for the learners' language skill measurement.

Based on the observation at the class, the researcher found that students still had some difficulties in writing. The first difficulty was generating ideas. Students lacked modeling texts and they have to write texts without some guidance or practice. They directly had to write a text after explained about a text, like the generic structure and the language feature. Although they did the tasks by groups, the researcher saw that many of them felt confused; they asked another group and the teacher many times. The second difficulty was vocabulary. When the students asked to the teacher, most of them asked about the vocabulary; what some words are in English. It clearly showed that the students' vocabulary mastery was still

low. The next case is sentence structure. Many of the students found some difficulties in expressing what they wanted to say. Sometimes, they forgot about what tenses they should use in the text they wrote. Some students even did not know what tenses they should used in a text.

The researcher saw that there were many possibilities that she can implement series of pictures to students at SMA Kolombo Sleman, Yogyakarta. By observing the daily English class, the researcher found that an English teacher should provide the students some joyful media to engage them to learn English effectively.

B. Identification of the Problem

Writing was considered as a difficult skill to master especially for language learners because of some factors. The first factor was that in writing, the students need to construct and develop their ideas. Most students were still confused about how they arranged their sentences and how to start.

Besides constructing and developing ideas, students also found difficulties in grammar. Grammar is essentially needed in writing. It is related to what kind of tenses the students should use in their texts and how they use the tenses (the formula). Dealing with grammar, the students should master the basic tenses like present, past and future tenses and when they used “to be” and “verb” in a sentence. It was found that students still misunderstood about the use of “to be” and “verb” and many of them constructed their sentences in wrong way. Another grammar problem was they need to be more careful in the use of single nouns, plural nouns, countable nouns, uncountable nouns and what follows them. For

example, some students made mistakes in the use of “much” and “many” and they write “Sports is...”

The third factor was vocabulary. It deals with vocabulary mastery and diction (selecting words). In writing, the students needed to know what kind of word they need to use in their sentences (noun, verb, adjective, etc.). In addition, the students also needed to know what appropriate words they should use in their writing, for example the students should know the difference of “hear” and “listen” or “use” and “wear”.

C. Limitation of the Problem

Based on the problems above, the researcher discussed the limitation of the problem with the English teacher and decided to focus on generating ideas in writing, improving students’ vocabulary mastery, and interesting process of learning process of writing to improve their motivation in learning English. It was expected that by conducting enjoyable writing process, the students would find it easier to generate their ideas and develop the ideas into good texts. This study focused on XI IPA students in SMA Kolombo Sleman Yogyakarta. Students would learn how to arrange good texts by picture-series. The pictures would be in the form of flash cards or in loose leaves followed by exercises.

D. Formulation of the Problem

How can the writing skills of the students of XI IPA SMA Kolombo Sleman Yogyakarta be improved through the use of picture-series?

E. Objective of the Research

This study aims to find out the effectiveness of picture-series as the media to improve XI IPA students' writing skills at SMA Kolombo Sleman Yogyakarta.

There may be some further development if the media used in this research is proven to be effective for writing learning process.

F. Significances of the Research Findings

The result of this study is expected to give some significance.

1. For English teachers and students of SMA Kolombo Sleman Yogyakarta, it will contribute useful media for improving students' writing skills.
2. For other researchers, it can be a basis for those who conduct research on relevant topic.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Theory of Writing

a. Definitions of Writing

Writing is one of the language skills which is essential for people especially language learners. Many life aspects are done using the skills of writing. Hyland (2004:09) proposes that writing is the process of developing ideas by supporting their point of views, offering models, or responding to the previous ideas. Writing can be a tool to share someone's intention personally. However, it requires individual's power to arrange and develop his or her views on a topic. Hyland also states that writing is an act to find out meanings. The learners should be guided to assert and to respond ideas.

The guidance in writing is essential because writing is basically specific skill in which the writers need to learn about how to write. Writing may seem more difficult to be learned naturally and unintentionally as we learn to talk. Therefore, Brown (2001:334) suggests that writing is like swimming. People may not be able to swim if they never learn swimming. People need to learn writing to be able to write well. Thus, several competencies are necessary in the process of writing because the writer should consider the permanence and distance of his or her writing products. Thinking, drafting, and revising are the procedures to make good writing products. Those procedures surely need particular skills which not all learners can evolve naturally. The learner should

focus on how to generate ideas, how to arrange them coherently, how to use organize them cohesively into text using discourse markers, how to compile and edit the text to make it clearer, how to use appropriate grammar, and how to make a final product of writing.

Another linguist, Wallace (2004:15) proposes that writing is the outcome of various acts. The first acts involve generating ideas and note-taking. It may be difficult to develop a writing product without any notes supporting the ideas. The second act is outlining. Outline includes the general and important points of what the learners will write in the text in which later those points will be developed into text. Outlining needs to be arranged to ease the learners in developing their texts. Usually, the more detailed the outline, the easier the learners in constructing their ideas.

In conclusion, writing is a way to communicate ideas and information by expressing them into words, sentences and paragraphs coherently and cohesively. Writing is also a process to produce texts based on writers' or students' thoughts and linguistic resources.

b. Process of Writing

To produce writing products, learners should not only pay attention to what to write, but also how to write. How to write includes the process or steps of writing. Some linguists have proposed various stages in writing. Hyland (2004:10) writes several steps that will be helpful for the students to compose their writing products. The first step is selecting topic. The selection

can be done either by the teachers or the students. After selecting the topics, there will be prewriting stage in which the students do the brainstorming, make outline, collect the data and take notes to support their writing. After the materials and preparation completed, the students will arrange their ideas in writing as the first draft. After drafting, the students will have peers' or teacher's response to ideas, organization, and style of the draft. The students later on will revise their writing by reorganizing and refining ideas. Another response will be done one more time to check their revisions and it is followed by editing and proofreading. In editing and proofreading stage, there will be checking and correcting the form, layout, and evidence of their writings. Then, before the writing products are published, the teacher evaluates the progress as well as the process of the students' writing. Finally, the writing process is finished by follow-up task to address weaknesses.

Another linguist, Harmer (2004:5) proposes briefer stages of writing. The first stage is planning. Before the students write, they make some plans about what they will write. The plan can be in the form of key words, notes, or outline. In this stage, the students need to consider three essential elements; the purpose of their writing, the audience they are writing for and the content structure of their writing products. Students need to find out the purpose of their writing in order to know what kind of text they will write, what information they will use. Then, the students should know the target audience for their writing products, so they can decide what sort of language they use, for example, formal or informal language. Next, students need to consider the

content structure of the products. It means they need to plan how they arrange the information and ideas in their writings.

After planning, there will be drafting step. In this step, the students start to write but it is still in the form of first draft. Once the students make the draft, they will have editing step. This step includes reflecting and revising of what they have written in the first draft. The students can reread the text and decide which part of the text that needs to be revised. They can also ask their friends or the teacher to have correction and give suggestions. This will help the students to have better revision of their texts. The last step is final revision. As the students edit and revise their texts, they make the final version and send the writing products to the audience.

In brief, writing is more than just expressing ones' ideas through written language. It deals with some essential processes to achieve a good writing product. The steps above show that before writing, there are some important things to do like defining the purpose of writing, finding the topic, planning, making outline and so on. After that, the students will not immediately produce the final products. They should arrange the drafts and make some revisions to their writing. It is expected that by having some revisions to the drafts, the students can learn from their mistakes and errors effectively.

c. Micro-skills of Writing

According to Brown (2001: 343), there are several micro-skills for writing. They are:

- 1) Creating English graphemes and orthographic patterns. It deals with English spelling and letters.
- 2) Creating an appropriate and acceptable writing product within certain given time. In this case, the writers should be able to write a text properly and correctly in limited time.
- 3) Using appropriate words and expressing the words based on the correct patterns. It is related to how the writers express their ideas into writing form and the products of their writing can be acceptable to the readers. The appropriate words and the correct sentence patterns should be arranged well in order to avoid misunderstanding, for example, a writer should be able to differ between the phrase 'stop smoking' and 'stop to smoke'. Both phrases have different meaning. The first one means leaving the habit of smoking and the second one means stop doing something in order to smoke.
- 4) Using correct grammar. Grammar is fully important in order to create a readable writing product and avoid ambiguity to the readers. For example, when a writer writes 'A men cannot enter girls room.', there are some mistakes that may lead to ambiguity. The first one is the use of article 'a' followed by plural form (men), and the second one is the absence of apostrophe in the phrase 'girls room'. The reader may wonder how many men and girls that the writer wants to convey in his writing.

- 5) Being able to convey ideas with various grammatical forms. Readers may feel bored when they read someone's writing, so, using various grammatical forms is essentially needed to keep the readers read the text.
- 6) Using appropriate cohesive devices in writing. In order to make the sentences in a text unified, the writer should use the cohesive devices. Those are needed to link one sentence into another sentence properly.
- 7) Using rhetorical mode of writing. For example, in writing a narrative text, a writer should write sequence of events, provide the details of each event and link an event to the other events by using some words like first, then, one day, and finally.
- 8) Using communicative functions of writing based on the purpose and the form of writing. In this case, when a writer wants to write something, he should know the purpose of his writing. For example, he wants to write a narrative text, he should know that the purpose of narrative texts is to tell a story as well as to amuse the readers. Besides, the writer should be aware of the language features of narrative texts like the use of past tense.
- 9) Using and developing a number of strategies in writing, like having prewriting in the process of writing, assessing audience, using synonyms, paraphrasing, writing first draft fluently, having feedback from instructor or partners, and using feedback to revise the draft.

In addition, Brown (2004: 220) proposes that writing skills are divided into four categories. They are imitative, intensive, responsive and extensive

writing. Imitative writing deals with basic tasks in writing like punctuation, letters, words and brief sentences. It focuses more on the form of the writing rather than the context and the meaning. Beyond the imitative writing, there is intensive writing. It is about the use of appropriate vocabulary, collocations, idioms, and grammar. Here, the meaning and context are important to determine correctness and appropriateness. The next category is responsive writing. In this category, the students should be able to perform higher level of writing tasks like connecting sentences into paragraph and connecting one paragraph to the next paragraph. Here, the students start to write some genres of writing like simple narratives and descriptive, short reports, summaries, responses to texts, and interpretations of charts and graphs. Thus, the form is no longer become the main focus, but the discourse level is. The last category is extensive writing. In this level, the students focus on achieving purpose, arranging and developing ideas, using details to support the idea, using lexical variety, and arranging some drafts to get a final product.

Furthermore, based on Spratt, et al. (2005: 26), writing has some sub-skills. One of them is accuracy. Accuracy deals with using accurate language forms, like forming letters correctly, spelling accurately, having appropriate vocabulary, writing clearly, giving appropriate punctuation, using correct layouts, using correct grammar, linking sentences properly and joining paragraph correctly. Besides, writing also deals with how to convey messages or ideas to other people in appropriate way and how to arrange them into a well-organized writing.

From the explanation above, it can be concluded that writing has various sub-skills that many students may not notice. Those sub-skills deal with the whole aspects of writing starting from the small aspects like forming letters, spelling and vocabulary until the complex aspects such as linking one sentence or paragraph to another one, organizing ideas and dealing with something beyond the process of writing (i.e. target audience).

4. Strategies in Teaching writing

Teaching writing is not only about the writing products but also the writing process. Unfortunately, sometimes teachers forget the importance of the process itself. There, students write and when they finish, they submit their writing products to the teacher. In the next day, the teacher gives the paper back to the students with written correction. Then, the students put the corrected works in their folders and rarely take a look at their works again. It shows that teaching writing has only focused on *what* the students write rather than *how* the students write. Therefore, Harmer (2004:11) explains in his book about some strategies that teachers should consider.

1) The way to get students to plan

Encouraging students to plan about what they will write before they get started is very essential. The teacher may help them by some ways, one of them is brainstorming, where the students compile as many as ideas they have and then select which ideas should be included in their work. Another way to encourage students to write is by giving guided tasks. Guided tasks are some tasks that can lead the students to understand

more about what they are going to write, the purpose of their writing, and the target audience of their writing.

2) The way to encourage students to drafting, reflect, and revise

The teacher needs to encourage the students, especially those who are unused to have writing process, to make them able to reflect their own writing, for example, they should write first draft as a process to make final products. From the first draft, the students can reflect their first attempt and do some revisions with the teacher's help. Moreover, teachers can involve the students to have collaborative writing. Here, the students work together in group and respond each other's ideas, give suggestion and contribute to the success of final product.

3) The way to respond to students' writing

Teachers are involved in the process of making final product by responding to the students' works. The response may be in the form of discussion to the students individually about their first draft, second draft and third draft. Alternatively, the teacher may also read the students' work and put the suggestion in the written form on the students' work. Besides having the teacher checked their works, the students can have peer response in which they can have various ideas and offer them new perspective on their writing.

Moreover, Brown (2001: 345-356) also designs several writing techniques. They are:

1. Incorporating practices of “good” writers.

Students should pay attention to various things that good writers do. Those things include focusing on the purpose of writing, analyzing the audience perceptively, spending some time to plan what to write, expressing the first ideas easily onto the paper, following general organizational plan, having feedback, and revising the work.

2. Balancing process and product.

Before creating final products of writing, the teacher should make sure that the students go through some process of composing. The students need to go through the process to achieve clear, well-organized, and effective pieces of writing because later on, the students should see that everything leading them to the final products is worth to effort.

3. Accounting for cultural or literary background.

The teacher needs to aware that the students come from different cultural and literary backgrounds. The awareness will lead the teacher to try to help the students to understand what it is, how to get used to it and by degrees lead them to acceptable use of English.

4. Connecting reading and writing.

When students learn writing, they will also have to read what is already written. Reading and observing various types of text are essentially needed by the students to let them gain information about how they should write and how they will write based on the topic of their writing.

5. Providing much authentic writing.

In order to make the students understand about the process of writing and the aspects of writing, they need to be given authentic writing. Authentic writing gives students clearer understanding about the purpose of writing, the specified audience, and the meaning conveyed in a piece of writing. The teacher may guide the students in writing newsletter, drama scripts, a resume, or advertisements and publish them. Those kinds of activities are can be seen as authentic writing.

6. Framing the process of writing.

Writing process can be divided into some stages. The first stage is pre-writing stage in which the students are encouraged to generate ideas and plan about what they are going to write. Then, they come into the core processes which are drafting and revising processes. The teacher may do the core processes during the teaching and learning or assign them as homework or assignment since this stage tends to take longer time than the other stage. At last, the students publish their writing after the teacher evaluates their work.

7. Providing interactive techniques.

Providing interactive techniques can increase students' attention and motivation to involve in the process of writing.

8. Evaluating the students' writing.

Evaluating deals with giving responses or feedback for the students for what they have been done in writing. The teacher may give comments about

common grammatical errors, the general structure, some parts of their paragraphs like introductory paragraph or conclusion paragraph, features that may be irrelevant to the topic or word choices.

In conclusion, teaching writing has some elements that support the process of teaching since it is not only about teaching the materials but also the way the teacher teaches writing. Therefore, the teacher needs some strategies to be applied during the teaching and learning process. These strategies include how the teacher encourages the students to plan their writing, to make draft, to reflect and revise their drafts and to get good writing products. Here, it can be seen that the strategies are applied from the beginning until the end of writing process in order to make sure that the students experience the real writing process and are able to learn from mistakes and errors that they may make during the writing process. Additionally, there are also some techniques that may ease the students to write. The point is, when the students want to get a good and acceptable writing product, there must be some processes they need to go through. Thus, the teacher needs to facilitate the students with interactive techniques to increase students' motivation in writing.

e. Teaching English Writing

When writing, the students may find some difficulties. Here, the role of the teacher is very essential. Therefore, the teacher should pay attention to the way he/she teaches writing in the class. Harmer (2004:41) explains five steps in teaching English writing.

The first one is demonstrating. In this step, the teacher helps the students by demonstrating the genre constraints in certain types of writing in order to make the students understand the layout of their writing and the language features to perform certain written functions.

The second step is motivating and provoking. Here, the teacher's role is to help the students when they get stuck in the process of writing and to motivate the students about the value of the task. The teacher need to have pre-writing tasks like rearrange the jumbled paragraph, completing a text, or having discussion about the ideas and topics of their writing before the students start to write. Sometimes the teacher may also help the students by giving them some examples of statements or expressions to start their writing.

Besides motivating and provoking, the teacher will also need to support the students who need helps and reassurance when they start writing. Therefore, the teacher should prepare to help the students to overcome the problems.

The next step is responding. It means the teacher should react to students' writing. Responding can be in the form of giving suggestions or comments to the students writing or reacting to how the students construct their writings. Here, it will be better for the teacher to respond the students' work by giving some questions about the meaning of certain parts, comments, requests of adding some information to their works and suggestions of how the students can improve their writing.

The final step is evaluating. In the end of the writing activity, the teacher not only needs to evaluate the students work in order to let the students know whether the students' writings have reached the standard or not, but also needs to give feedback for the students. The feedback given can be by correcting their mistakes and encouraging the students to learn from the mistakes.

Additionally, Westwood (2008:70) explains that there are two main approaches to teach writing skills. They are:

1) Skills Based Approach

This approach involves a teacher who directly teaches the skills and concept. In this case, the teacher selects the topic or the themes to develop students writing skills in some aspects like spelling, punctuation, grammar, and sentence construction. However, the approach has some weakness when it is applied in the teaching and learning process since. The approach clearly shows teacher-centered learning that can make the students less independent in learning writing. Having less independency can cause the student to have low motivation, even no motivation in writing.

2) Process Approach

This approach enables the students to have more opportunities to participate actively at class since the approach is also known as student-centered. The teacher may offer the students some models in process of writing like writing workshop, shared writing, and guided writing. The approach focuses on how to engage the students to learn writing and make

the learning process become interesting and motivating. Teacher may also helps the students in gathering ideas and information, guiding the writing process, revising students' drafts, and so on.

Based on some findings about teaching writing above, the researcher can conclude that an English teacher has many roles in the teaching and learning process, especially in teaching writing. The teacher must be able not only to teach and demonstrate the materials, but also to motivate, respond the students and evaluate their works. However, the teacher should also give the students many opportunities to involve actively in the learning process. This will encourage the students to make the students enjoy the learning process since they will not only sit down and listen to what the teacher said, but they will also practice what they learn immediately with some helps from the teacher.

2. Teaching Writing in Senior High Schools

Based on the Regulation of Ministry of National Education (Peraturan Menteri Pendidikan Nasional), there are three purposes of learning English in senior high schools. The first is to develop communication competencies in both writing and spoken forms to achieve *informational* literacy level. *Informational* literacy level is where students can access knowledge by language skills. The second is to make the students realize about the importance of English to improve competitiveness among global citizens. The third purpose is to develop students' understanding about the relationship between language and culture.

The teaching and learning process in SMA Kolombo Yogyakarta is based on the Standards of Competencies (Standar Kompetensi) and Basic Competencies (Kompetensi Dasar) derived from the Standard of Content issued by the National Ministry of Education.

Table 1: Standard Competences and Basic Competences of Writing Skills for Senior High School Students at Grade XI Semester Two

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Menulis</i>	
<i>12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari</i>	<p><i>12.1. Mengungkapkan makna dalam teks fungsional pendek (misalnya banner, poster, pamphlet, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.</i></p> <p><i>12.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof dan hortatory exposition.</i></p>

Based on the table above, the researcher concludes that the standard competency of writing in Senior High School is producing the meaning and sequence of essay of several text types in the context of daily life in written form. In this case, the researcher will focus on one text type, which is narrative text.

Regarding English teaching and learning process, the researcher will apply the genre-based approach. According to Freedman (1944) in Knapp and Watkins (2005:21), there are several definitions of genre. In brief, genre is the appropriateness between what happen including the place, the time, the ones involved in the situation, and how to express it. Thus, the genre-based approach refers to an approach to teach based on the social interaction and activities as Fees and Joyce (1998:24) state that learning language is a social

activity. A classroom is included into a society because there are teacher and students doing activities and interactions in the teaching and learning process.

Furthermore, Feez and Joyce (1998:27) explain five stages in teaching and learning process using the genre approach.

a. Building the context

In the first stage, the students will recognize the purpose and the features of the text. The students will also analyze the model text that has been fixed to the course objectives and learners needs.

b. Modeling and deconstructing the text

Here, the students analyze the structure and language features of the text based on the model text. Later on, they can also compare the model of the text to other types of text.

c. Joint construction of the text

After the students analyze the model text, the students will not directly make their text. The teacher should encourage the students to some activities as a starting point in making text.

d. Independent construction of the text

The fourth stage encourages the students to work (write) independently. Here, they will work without any influence from the teacher and other students. Later on, their final product will be assessed.

e. Linking to related text

This is the last step in which the students are expected to be able to compare one text, especially the text they has written before, to other types of

texts. The students may compare from some aspects like the purpose, the grammar used, the organization of the text, and so on.

In conclusion, genre-based approach is an English teaching approach using types of text. The students will be introduced some types of text and assigned to produce a writing product. There will be some processes that lead the students to produce their own writing. In other words, the teacher may not directly ask the students to write after he/she introduces the text. The teacher must give some modeling of texts and assign the students to do tasks or activities that can lead them to write easier. Before writing independently, the students will get some helps from the teacher in doing the tasks and the activities.

As for the writing assessment, the researcher adopted scoring rubric for writing adopted from Brown (2004: 244). The rubric is shown below.

Table 2: Scoring Rubric for Writing Based on Brown (2004: 244)

	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable-not college-level work	
Organization (introduction, body, and conclusion)	Effective title, introductory (that leads to body) and conclusion; stating thesis statement and the topic sentence in each paragraph; providing suitable evidence; using transactional expressions	Adequate title, introduction and conclusion; producing acceptable body although some evidence may be lacking; some ideas and transitional expressions may not be fully developed; providing logical sequence	Scant introduction or conclusion; not presenting ideas orderly in the body; lack of supporting evidence; weak conclusion; problems in organization	Problems in introduction (less recognizable); having some problems in ordering ideas and organization; inadequate evidence; weak conclusion;	No introduction and conclusion; not organized body; lack of evidence; minimally recognizable organization

(Continued)

(Continued)

Logical development ideas (content)	Complete essay; fully developed ideas; no unrelated materials	Adequate essay but missing some points; not fully developed ideas; existence of unrelated materials	Not fully developed essay (the ideas may be missing); not well-organized paragraph;	Not well-organized essay; incomplete ideas	Completely inadequate essay; lack of ideas
Grammar	Using native-like grammar fluently; presenting correct clause, articles, prepositions, modals, verbs and tenses; no fragments	Using advanced grammar; few grammar mistakes (that somewhat do not influence communication) ; no fragments	Having some grammar mistakes that may bring a negative effect on communication although the ideas are presented properly; existence of some fragments	Many serious grammar problems; needing grammar review; difficulties in reading sentences	Numerous grammar problems that greatly interfere the message; difficulties (for readers) to understand the meaning of the writing; disorganized sentence structure
Punctuations , spelling and mechanics	Correctly using English writing conventions like margins, capital letters, paragraphs intended, punctuation and spelling; very neat	Some problems in punctuations and mechanics; some errors in spelling	Having some errors in writing conventions; problems in spelling that may distract the reader; some errors in punctuation	Serious problems with the format of paper; illegible parts of essay; punctuation errors (sentence and final punctuation); unacceptable for some readers	Illegible paper, severe spelling problems; no apparent effort for English writing; no margins
Style and quality of expression	Using advanced vocabulary; the use of parallel structure; good register; concise	Efforts in using various vocabulary; appropriate register; not wordy; fairly brief style	Misusing vocabulary; low register awareness; using too many unnecessary words	Having some problems in vocabulary; lack of variety in expressing ideas; using monotonous structure	Using inappropriate vocabulary; no sentence variety

The table shows that there are numerous considerations in assessing students' writing. The assessment is not only about the grammar and the content, but also about some other aspects like spelling, variety of vocabulary, the way students arrange their ideas and organize them, punctuation, the format of writing, and so on. In this research, the collaborator helped the researcher to assess the students' writing based on criteria mentioned in the table above.

3. Picture-series

Picture-series to Improve Writing Skills

One of the media that is commonly used by teachers is visual media. Visual media can be in the form of videos, pictures, slides, and so on. Smaldino, et al. (2004: 82-83) proposes some roles of visual media in instructional process. Firstly, visual media give references for ideas. When words cannot simply tell about something, visual media can represent what thing is. It will bring clearer understanding about the thing or how something happens. The second role is visual media simplify the information. Audiences tend to take longer time to read paragraphs to find information. Visual media provides simpler way to describe information like using diagrams, charts and cycles.

Using pictures as one of the visual media of teaching and learning process is considered as a way to engage the students' attention and motivation in teaching and learning process. Wright (in Kodoatie 2013) states that pictures encourage students to have sense of the context and are used as stimulus to them as pictures can simply represent the world and bring it to the classroom.

The students also can use the pictures as clues in the conversation, discussion or storytelling.

According to Harmer (2004:67), pictures can help the students to write. Pictures stimulate the students to develop imagination and ideas to write. It is also explained that pictures can help the students to understand grammar and to master vocabulary.

Harmer (2004:67) also states some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. In this research, the researcher will use one of them, which is story tasks to be used as media in teaching writing.

Furthermore, Harmer (2004:69) proposes several activities of story tasks that the students can have. They are dramatic pictures, a series of pictures of random objects, a series of pictures in sequence, and a headline or caption. However, there were two of them which were used in the research.

1) A series of pictures of random objects

In the early meeting, the students were shown some pictures containing some random objects like a house, a shoe, a man, a tree or so. Then, the students are assigned to identify the pictures and learnt the vocabulary on them.

2) A series of pictures in sequence

The students were shown sequence pictures. Then, they will write a story using pictures as the clue. The pictures were used to help the students write independently.

Additionally, Yunus (1981:49) describes picture-series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture-series can help the students to write types of text that require sequences like narrative, recount or spoof. There are some factors supporting the use of picture-series:

1. Sequential pictures help the students to generate ideas about what they are going to write as students are sometimes confused about what they will write firstly. Picture-series provide information of which one comes first and which comes next.
2. Picture-series can draw students' attention out to be involved in writing process.
3. Picture-series also provides clearer description about what happened.
4. Picture-series also represent the details of events.

Based on those theories, the researcher believes that picture-series can be an effective way to be applied in teaching and learning of writing. It was expected that picture-series could attract students' attention and increase their motivations in writing.

B. Relevant Studies

Series of pictures is included as popular media used in the English teaching and learning process. There have been numerous research studies about improving students' writing skills using picture-series. The results show that the media are effective to be used in English learning. Karimah (2013) conducted a research

study using picture-series as the media of teaching and learning process in SMK Abdi Negara. The result shows that the media has made some improvements in students' writing process and products. In the process of writing, the students could generate ideas easily as the researcher asked the students to pay attention to the details of pictures. Besides, the students were more interested and motivated in learning process so they participated actively at class. By participating actively, the students have better understanding in generic structure and help the students to write correctly. The improvement also shows in the students' works. They have rich vocabulary, and tend to use appropriate grammar because the students are helped by the pictures.

Another positive result is also shown in the research conducted by Kodoatie (2013). After applying picture-series in teaching and learning process of writing, her students did not show any reluctance in writing. Students' motivation and performance are also improved as the students are able to construct paragraphs into unity and coherence.

Nurjanah (2012), who also conducted a research study in using picture-series, states that her students' writing problems decrease. The students' works show that the students have more vocabulary, better grammar and language use. It also shows improvement in gaining ideas and motivation so that the teaching and learning process ran well.

C. Conceptual Framework

Writing ability of the eleventh grade students at SMA Kolombo Sleman needed some improvement. There were some factors related to the issue. One of them was the use of media during teaching and learning process at class. Based on the observation, the learning process lacked of media. The students only learnt writing as a task that they needed to accomplish as a student. It made the students seemed to have low motivation to learn writing. Thus, they needed suitable media to increase their motivation to learn writing and to ease them in learning writing. The media can lead the students to enjoy the learning without any boredom. In this case, the researcher offered a solution. It was teaching writing through picture-series. It was expected that the picture-series could help the students to develop their ideas and express their ideas in written products.

The media used during the teaching and learning process were picture-series. It was applied with the collaboration of the English teacher, the researcher, and the collaborator. To meet the students' needs, the materials given were based on the standard of competency, basic competence, and the local curriculum.

CHAPTER III RESEARCH METHODS

A. Research Methods

1. Research Design

This is an action research study which took place at SMA Kolombo Sleman Yogyakarta. There are 9 classes which are divided into three grades; 3 classes for each grade. The research focused on improving English teaching and learning process especially in writing skills.

2. Research Subjects

The subjects of the research were the eleventh grade students of IPA (Science) at SMA Kolombo Sleman Yogyakarta in the academic year of 2013/2014. There were 20 students in the class, which consists of ten males and ten females. They were 16 years old in average. The students at SMA Kolombo Sleman Yogyakarta learn English as foreign language (EFL).

3. Data Collection

a. Types of Data

The types of data collected in this research were in the form of qualitative and quantitative data. The qualitative data were collected through interviews and observations, while the quantitative data were collected through a pre-test and a post-test to assess students' writing skills.

b. Data Collection Instruments

The researcher used some types of instruments to collect the data. They are interview guidelines, observation sheets, and tests. The interviews were

made for the students and the teacher to collect information related to English teaching and learning process in SMA Kolombo Sleman. Those interviews were done before and after the research (teaching and learning process). At first, the research had some interviews to analyze the current situation in the teaching and learning process before the researcher implemented the technique conducted in the research. At the end of the research, there was another interview to get information whether the media and the technique could improve the students' writing skill or not.

Another instrument was observation that was conducted during the teaching and learning process. The observation aimed to obtain information about the students' response to the treatment given. The last instrument was tests. The tests included a pre-test and a post-test. A pretest was the test given before the treatment was implemented at the class to find out the students' current score, while a post-test was given after the treatment was implemented.

c. Data Collection Techniques

The qualitative data in this research were collected through class observation, interview and discussion with the research members. In the beginning of the research, the researcher did personal interview to the teacher to find out the main language skills needed to improve. It was shown that the writing skills of the students at the school tend to be low. Besides the teacher, the researcher also conducted interview with some students. Some students admitted that they found some difficulties in

writing especially in grammar. Then, to deepen the researcher's understanding about the teaching and learning process, the researcher joined the class and saw the process of English teaching and learning.

The observation, interview and discussion were not only in the pre-research but also during the research and after the research. Those data collection techniques needed to be done in the process of the research in order to monitor the students' improvement in writing skills. The interviews were done before and after the research and it was conducted to the students to find out whether the implementation of picture series helps the students to improve their writing skills or not. Then, there were also some writing tests.

Then, for collecting quantitative data, the researcher took scores from students' tests. The scores were gained through students' scores in pre-test and students' scores in post-test.

d. Data Analysis Techniques

The data collected in this research were divided into qualitative data and quantitative data. The researcher assessed the students' writing based on writing rubrics in which it became a reference in assessment for both a pre-test and a post-test. The rubrics were used twice, both in a pre-test and a post-test. Then, the results of both tests were compared. Here, the researcher used Excel program to find out the means and standard deviation of students' writing. Based on the t-test method, the researcher determined whether there was improvement on students' writing or not. By using t-test, the researcher

was able to calculate the p (probability) value in order to find out whether the result is the effect of the action or just because of the chance.

Later, the qualitative data were analyzed based on what has been stated by Miles and Huberman (1994). They propose several steps on data analysis; data collection, data reduction, data display, and conclusion. The data collections were in the form of interview transcripts and field notes. As for the data reduction step, the researcher summarized or paraphrased the interview transcripts and the field notes in order to simplify the data. Then, in the data display, the simplified data was organized. At last, the researcher took the conclusion based on the students' writings, field notes, and interview transcripts in which the collaborator was involved in making conclusion to achieve valid findings.

e. Research Validity and Reliability

According to Anderson et al. in Burns (1999: 161-162), there are five validity criteria needed to get the valid qualitative data in action research study. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In this research, democratic validity was achieved by having continuous discussion with the collaborator where the collaborator was given chances to give ideas, comments, and suggestion towards the research. The discussion was held in almost every cycle in the research.

Outcome validity is related to notions of actions as the measurement of successful result within the research context. Thus, the researcher formulated some indicators that measure the improvement of the students' writing skills.

Catalytic validity deals with range in which the researcher allows the participants to deepen their understanding of the social context. By this chance, the researcher learnt about the realities in English teaching and learning process. The English teacher was involved in this research since the teacher was the one who was related to the teaching and learning process. Besides, it involved the researcher and the collaborator monitoring the research process.

Process validity is related to criterion of believable action research. Here, the researcher collected the data by observing and taking some field notes during the research to achieve the validity. The notes were about anything which was happened in the teaching and learning process.

Dialogic validity is related to the process of peer review which is usually used in the academic research. The researcher discussed the research findings with the collaborator. The discussions parties shared and gave any opinion or suggestion for the sake of the improvement of the research.

Moreover, the researcher also enhanced the trustworthiness of the data by applying the triangulation data. According to Burns (1999: 63), triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'.

In addition, the researcher had content validity. The content validity is used to make sure whether the content of the research is valid or not. In this case, because this research was in the form of teaching and learning process, the content were based on Standard Competences and Basic Competences formulated by Ministry of National Education.

To avoid subjectivity and to maintain consistency, the researcher had the reliability of the data by taking the scores of the students' writing, interview transcripts, and field notes. The collaborator were involved in taking students' scores and observing the teaching and learning process in the class in order to get the data about the teaching and learning process during the research.

As for reliable quantitative data, the researcher applied inter-rater reliability in which two parties of the research took the students' scores in writing in order to reduce subjectivity. The parties were the researcher and the collaborators who assessed the students' writing. Furthermore, the researcher and the collaborator gave the scores based on their own point of views and saw whether the scores given by the researcher and the scores given by collaborator were correlated or not in order to reduce subjectivity. In this case, the researcher adopted the categorization of correlation interval from Schwab (2005). The categorization is shown below (Table 3).

Table 3: Correlation Interval of Pearson's Coefficient Correlation

Coefficient (Critical value of r)	Correlation
0.00	No correlation
0.01-0.09	No meaningful correlation
0.10-0.29	Weak correlation
0.30-0.49	Moderate correlation
0.50-0.69	Strong correlation
0.70-0.89	Very strong correlation
>0.90	Perfect correlation

When the data's critical values of r are mostly more than 0.70, it means that there is a very strong correlation between the researcher's and collaborator's assessment.

4. Research Procedures

According to Kemmis and McTaggart (1998) in Burns (2010:07), action research consists of some cycles. However, for the purposes of this study, the researcher used two cycles. In each cycle there were reconnaissance, planning, acting and observing, and reflecting (Figure 1). Detail of the cycle can be drawn below.

a. Reconnaissance

The first step was reconnaissance. Here, the researcher found out the facts about students' writing skills by observing the English teaching and learning process. Then, the researcher had some interviews with the English

teacher and the students to obtain information about the existing problems on students' writing skills. Besides, the researcher conducted a pre-test to measure students' current skill.

b. Plan

In this stage, the researcher prepared appropriate actions that were implemented in the research. In this research, the actions were in the form of picture series which were given to improve students' writing skills.

c. Action

After planning, the researcher conducted the research by implementing the media proposed in this research. The media aimed to improve students' writing skill. Meanwhile, the collaborator did the documentation of teaching and learning process like recording and taking some pictures.

d. Observation of the actions

The next step that the researcher did was observing the action that had been done before. The researcher also elaborated the types of data and the instruments which were used to collect the data.

e. Reflection

In this stage, the researcher had evaluation towards the research. By evaluating, the researcher found out whether the action had negative or positive effect towards the teaching and learning process. In addition, the aspects that should be evaluated include the students and the condition of the teaching and learning process.

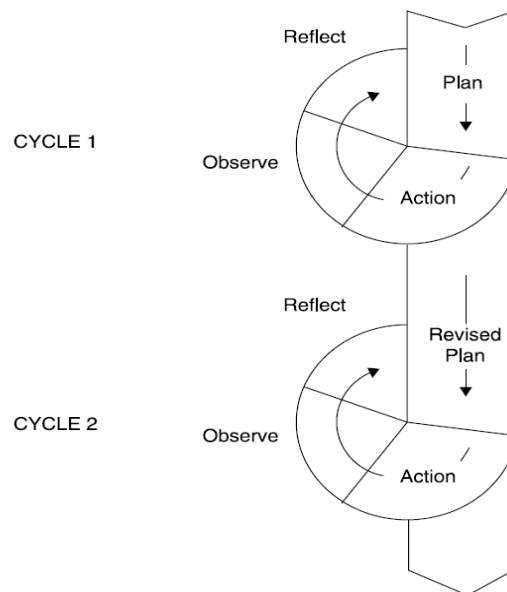


Figure 1: **Simple Action Research Cycle Model by Kemmis and McTaggart**

5. Indicators of Success

The implementation of picture-series was expected to bring some improvement in the students' writing skills. In this case, some indicators of the successful actions were formulated below.

- a. Improvement in students' active involvement and participation at class.
- b. Increase in students' motivation in writing.
- c. Increase of students' understanding in types of text and writing skills like grammar.
- d. Improvement in generating ideas.
- e. Improvement of students' writing competence and performance.

B. Schedule of the Research

The research was conducted from April to May based on the schedule of the English class for XI IPA. It was scheduled to be two cycles. The detail of the schedule will be presented below.

Table 4: **The Schedule of the Research**

No.	Date	Time	Activity
1.	Saturday, 19 th April 2014	12.45 – 13.30	Conducting a pre-test
2.	Wednesday, 23 rd April 2014	07.00 – 8.30	First meeting of cycle 1
3.	Friday, 25 th April 2014	10.00 – 10.30	Second meeting of cycle 1
4.	Saturday, 26 th April 2014	12.45 – 13.30	Third meeting of cycle 1
5.	Wednesday, 30 th April 2014	07.00 – 8.30	First meeting of cycle 2
6.	Friday, 2 nd May 2014	10.00 – 10.30	Second meeting of cycle 2
7.	Wednesday, 7 th May 2014	07.00 – 8.30	Third meeting of cycle 2
8.	Friday, 9 th May 2014	10.00 – 10.30	Conducting a post-test

It can be seen from the schedule above that there were 2 cycles conducted in this research. Each cycle had 3 meetings. However, there was one meeting conducted for the pre-test to know the students' background knowledge. Actually, there were 2 post-tests in this research. The first post-test was taken from the students' writing on the last meeting of cycle 1. Then, the second or final post-test was taken after the implementation of cycle 2.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

The research aimed to improve the Eleventh Grade students' writing skills at SMA Kolombo Sleman, Yogyakarta. It was done through some processes that had been prepared before. The researcher focused on using series of pictures as the media to improve the students' writing skills. The process of the research will be presented below.

A. Reconnaissance

The research began by collecting data to find in the writing teaching and learning process. The data collection was done by observing and having some interview with some students. Based on the observation, the researcher saw that the students were lack of ideas because they took a long time only to think about what they would write. The researcher also did some interview to strengthen the findings. The interview was done to both students and teacher. From the interview, the researcher gained more data about the problems that the students met in the writing learning process. Those problems included how to organize idea, vocabulary, spelling and tenses. The interview transcripts concerning on the problem are presented below.

<p><i>R : "Oo... gitu. Oh iya, miss, kalau untuk proses belajar writing, kendala-kendala apa yang biasanya ditemui siswa?" ("Oo.. I see. What about writing learning process? what are the problems that the students usually met?"</i>)</p> <p><i>T : "Untuk writing siswa cenderung malas menulis ya mbak. Ya itu tadi, kurang motivasi. Mereka juga sering kurang ide. Ada saja yang ngeluh kalau disuruh menulis mbak. Yang gak tau mau nulis apa lah, yang gak tau kosakata lah, yang gak tau gimana nulisnya. Gitu.." ("For writing, students</i></p>

tend to be reluctant to write. Yes, it is because they are lack of motivation. They are also often lack of ideas. There must be students who complain when they are asked to write. the reasons are various, they do not know what to write, they do not know the vocabulary, and they do not know how to write it.”)

R : “Kalau untuk tenses, siswa masih bingung penggunaannya gak, miss?”
 (“What about the use of tenses, miss?”)

T : “Untuk tenses, sebenarnya mereka sebagian besar sudah paham ya mbak. Ketika teksnya apa, tensesnya apa. Tapi ketika mereka menulis, kadang error, mbak. Jadi mungkin perlu latihan lagi, lagi. Tapi kalau disuruh latihan ya itu, males anak-anaknya, hahahaha” (“Actually, most of them already know about the use of the tenses. But when they write, they often make errors. Maybe they need more practice. But when I ask them to practice, they refuse. Hahahaha”)

R : “Berarti masalah intinya ada pada motivasi, ide dan kosakata ya, miss?”
 (“So we can say that the problems are in motivation, ideas and vocabulary, right?”)

T : “Iya. Bisa dibilang begitu ya mbak. Sama paling ini ya, hal-hal sepele kayak penggunaan verb, tanda baca, itu siswa kadang masih kurang teliti.” (“Yes, we can say so. And maybe, they are also sometimes still make errors in the use verbs and punctuation. They are less thorough”)

Interview Transcript 1

R: “Arzela. Arzela, em... menurutmu gimana pembelajaran writing atau menulis itu gimana menurutmu?” (Arzela, in your opinion, how is the writing learning process in the class?)

S: “Em... kalo writing sih menurut aku gampang. Tapi yang paling susah itu adalah itu, apa namanya pengolahan hurufnya. Takutnya kalo misalnya salah huruf pasti kan salah arti juga. Nah mungkin susahny disitu. Sama kaya misalnya polanya juga. Biasanya kalo bahasa Indonesia kan SPOK, gitu. Tapi ada juga orang yang menulis dalam bahasa Inggris itu gak sesuai polanya (terbola-balik)” (“Em... in my opinion, it is easy. But the most difficult part is spelling. I am afraid whenever I misspell some words, the meaning will be different. That is the difficult part. Furthermore, the sentence patterns are sometimes confusing. In Bahasa Indonesia we usually write SPOK. But in English, the pattern is not like that.”)

Interview Transcript 2

R: “Trus kesulitan apa yang kamu rasain pas menulis dalam bahasa Inggris?”
 (“So, what are the problems that you meet in learning writing?”)

- S: "*Kalo kesulitan sih biasanya di kosakata. Verb-nya juga gitu, sering bingung.*" ("The problem is in vocabulary. It is often about the use of verbs. It is confusing")
- R: "*Oh... kosakata ya? Oke. Terus menurutmu buku sama LKS udah cukup membantu belum dalam menulis?*" ("Vocabulary? Okay. And, do you think that course book and LKS already help you in writing?")
- S: "*Kalo buku sekolah itu aja kayaknya belum. Masih ada banyak yang di luar mungkin, bukunya sendiri gitu.*" ("They have not helped much. There are many other books outside that I may use.")
- R: "*O.. gitu. Jadi bukunya belum cukup membantu ya?*" ("Okay. So, the books have not helped you much, right?")
- S: "*Ya*" ("Yes")

Interview Transcript 3

From the interview transcript, the researcher found some problems in writing:

1. The students were lack of motivation in learning writing.
2. The students were lack of ideas when they wrote.
3. They students were confused about how to arrange the paragraphs.
4. The students made some errors in the use of tenses.
5. The students had difficulties in spelling.
6. The students' vocabulary mastery was still low.
7. The students have difficulties in arranging the sentences.
8. The students were lack of media in learning writing.

From those problems, the researcher concluded that English still may seem a difficult subject for the students to learn. Students have different problems each other. Some students had low vocabulary mastery. Some others found it difficult to express something in English. The students sometimes had no clear understanding of how to arrange sentences and made mistakes in spelling.

Thus, to find out the students' writing skills before the researcher applied the action, the researcher held a pre-test. In the pre-test, the students had to make a narrative text in about 100 words. The students should make a narrative text with the correct organization.

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read based on your own ideas.

Revenge Obito

Orientation: Obito, once upon a time there was a child. His name is Obito Uchiha. He followed in his village academy. He ^{had} two friends whose names were Kakashi Hatake and Rin Nohara. Obito really loved Rin and he also became a rival of Kakashi.

Complication: one day, Obito ^{was} looked at Kakashi killing Rin, Obito angry and he decided not to return to the village. He promised ^{He would} ~~will~~ make a new world where there was no hatred war only happiness.

Resolution: ?

Figure 2: An example of the result of a student's pre-test

The figure above shows an example of the result of a student's pre-test. There, the student made some errors especially in the use of past tenses. In some sentences, he already used past tense, but in other sentences, he used present tense. In the upper sentence, he forgot to put full stop. Then, he did not write the resolution. The student made the resolution part along with the complication.

Table 5: The Students' Writing Scores in Pre-test

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	0	Good	5	25%
75 – 87.5	Very good	0			
62.5 – 74.9	Good	5			
50 – 62.4	Fair	11	Poor	15	75%
37.5 – 49.9	Poor	4			
25 – 37.4	Very poor	0			
Mean	56.75				
SD	7.00				

The table above shows the students' writing scores in the pre-test. The mean value of the pre-test was 56.75. It was still lower than the standard score of the school.

To make sure that the students' scoring is reliable, the researcher used SPSS to find out the correlation between her and the collaborator in taking students' pre-test score. The researcher adapted Pearson's Coefficient Correlation to measure the correlation.

Table 6: The Result of Correlation in Pre-test Correlations

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.912**
	Sig. (2-tailed)		.000
	N	20	20
VAR00002	Pearson Correlation	.912**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows us that the critical value of r was 0.912. According to Pearson's Coefficient Correlation, when the critical value of r is more than 0.90, the correlation between the researcher's scoring and the collaborator's scoring is very strong. In other words, the scores taken in the pre-test were reliable.

From the pre-test, observation, interviews and field notes, the researcher then selected the problems that appear in the writing teaching and learning process based on the urgency level and feasibility. Those problems were mentioned below.

1. The students found difficulties in generating ideas.
2. The students had low vocabulary mastery.
3. The students had difficulties in constructing sentences.
4. The students had low motivation in writing.

After the problems were formulated, the researcher designed some plans to overcome them. Therefore, the researcher applied picture series as the media for the students to write. By giving the picture series, the students were expected to make some improvement in their writing performance. Picture series could help them to generate ideas. In this case, they made a text based on the series of pictures given.

However, the students could develop the story by themselves. The researcher also designed some vocabulary exercises to improve their vocabulary mastery, for example, they had to match the words with the things in the pictures. Furthermore,

they were also given some additional integrated exercises to help them practice their tenses, spelling and punctuation.

B. Report of Cycle 1

1. Planning

In the first step of Cycle 1, the researcher designed two lesson plans consulted to the teacher about the use of picture series in writing. The lesson plans contained some series of pictures and exercises for the students. In the first lesson plan, the researcher put three stories with series of pictures in each story. The first story was 'Heracles'. Here, the story was used as text modeling. It was expected that the students could identify the text organization of a narrative text. After that, the students were given other series of pictures. In the second series of pictures, the students were firstly asked to identify the pictures (the characters and the events) and found some things in the pictures. Those activities were for building students' vocabulary. Then, they did the exercise in which they had to arrange the jumbled paragraphs to strengthen their understanding of text organization. In the last activity of the first lesson plan, the students were given series of pictures telling incomplete story. Thus, they needed to complete the stories based on their own ideas.

2. Action and Observation

Meeting 1

The first meeting for Cycle 1 was held on Wednesday, 23rd April 2014. The researcher acted as the teacher in the classroom. The class was started by greeting

and little talk with the students. After that, the lesson could not be directly started because they had to read Al-Quran.

At first, the researcher asked the students about narrative text as stated in the field note below.

Setelah tadarus selesai, P bertanya, "Are you ready, guys?" Bukannya menjawab, S bertanya pada P "Hari ini kita mau ngapain, miss?" Mereka terlihat cukup antusias dengan kedatangan P dan K. "Today, we will learn about how to write a story, Hari ini, kita akan belajar bikin cerita. Ngomong-ngomong, cerita apa yang pernah kalian dengar?" S menjawab dengan jawaban berbeda-beda. Ada yang menjawab Cinderella, Bawang Merah Bawang Putih, Malin Kundang, dan bahkan ada yang menjawab Kancil nyolong Timun. Setelah itu, P meminta mereka untuk menceritakan sedikit alur cerita Cinderella. S dengan antusias menceritakan alur demi alur, dimulai dari awal cerita, masalah dalam cerita dan akhir cerita. P kemudian meminta siswa untuk mnceritakan dengan Bahasa Inggris dan hanya beberapa S saja yang menjawab.

(After reading Al-Quran, Researcher asked "Are you ready, guys?". They did not answer the question, the students asked her back "What will we do today, miss?". They seemed so enthusiastic with the researcher's arrival. "Today, we will learn about how to make a story. By the way, what stories have you ever heard before?" asked the Researcher. The students had different answers; Cinderella, Bawang Merah Bawang Putih, Malin, Kancil Nyolong Timun, etc. then, the Researcher askd the students to retell Cinderella's Story. they told the story sequence by sequence starting from the beginning of the story until the end of the story orally. Then, she asked the students to tell the story in English and only some could tell the story.)

Field note 1

The researcher asked the students to retell a story they have ever heard before to build their knowledge of how the story should be built. Then, the researcher gave a narrative text to the students entitled *Heracles*. The students were asked to identify the pictures to build their vocabulary.

"Okay. Now take a look at the pictures. Lihat gambarnya. Ada apa aja disitu?" P bertanya detail gambar untuk membangun vocabulary S.

"Dragon."

"A king!"

"Heracles"

S menjawab bergantian. Kemudian P menanyakan "What did the man do to the dragon?" dan S menjawab "penggal, miss. Terus dibakar kepalanya."

"Great. How do you say penggal in English?" P kembali bertanya.

“cut”

“Cut off, miss”

S memberi jawaban yang bervariasi.

(Okay, now take a look at the pictures. See the pictures. What were there?” The researcher asked the details of the pictures to build students’ vocabulary.

“Dragon”

“A king!”

“Hracles”

The researcher then asked, “What did the man do to the dragon?” and the students asked “*Penggal*, miss. And he burnt the head.” “Great, how do you say *penggal* in English?” the researcher asked again.

“Cut”

“Cut off, miss.”

The students gave different answer.)

Field note 1



Figure 3: The researcher discusses the pictures with the students.

The researcher not only asked the things existing on the pictures but also asked what happened to the characters on the pictures. After identifying the pictures, the students read the story and did the exercise containing the questions about the story. After short discussion about the story, the researcher explained the organization of narrative texts. She emphasized that narrative texts must include orientation, complication and resolution. Besides, the researcher also tried to encourage the students about the features of narrative texts like the tense, the sequential phrase like ‘once upon a time’ or ‘one day’ and the use of direct

speech. Because the tense used in the narrative texts is past tense, the researcher then explained past tense. The students admitted that they have ever learnt past tense before. However, the researcher wanted to deepen the students' understanding about the narrative texts.

After some explanation and short discussion of narrative texts, the researcher gave the students another exercise. In this exercise, the students were asked to arrange the jumbled paragraph based on the series of the pictures given. However, before they arrange the paragraph into the correct order, the students, along with the researcher, discuss the pictures related to the vocabularies that were used on the pictures. There were no meaningful difficulties found by the students. They only asked some new vocabularies to the researcher.

Without spending much time, the researcher then immediately gave the students the last exercise in that meeting. In this case, the students were given series of pictures but the story was incomplete. In other words, the students had to complete the story with their own ideas. This exercise had been completed with vocabulary exercises. Therefore, the students could do the exercise independently. Here, the researcher only watched the students; she did not give much help to the students, because in this step, the students were expected to do the task independently. Although the task has been completed with some vocabulary exercises, the students still found some difficulties in vocabulary and arrange the sentence. Most of them found difficulties in making sentences especially passive sentences.

Walaupun begitu, ketika S mulai menulis cerita, kebanyakan S bertanya kosakata yang berbentuk pasif seperti diselamatkan, tenggelam, dibawa, dan lain-lain. P

kemudian menerangkan kepada S bagaimana cara membentuk kalimat pasif dalam Bahasa Inggris.

(When the students started to write the story, most of the students asked about the vocabulary in passive form like *diselamatkan*, *tenggelam*, *dibawa*, etc. the researcher then explained passive voice to the students.)

Field note 1

Explaining passive voice to the students has surely decreased the students' time to write. Fortunately, the students still have much time to write. Besides vocabulary, the students also found it difficult to make the ending of the story. Thus, the researcher tried to gave them a little clue.

"miss, ini akhir ceritanya kayak gimana ya? Aku bingung"

P tidak banyak memberi clue pada pertanyaan terakhir. P mencoba memberi beberapa pertanyaan yang mendorong S untuk memikirkan akhir cerita.

"ini kan si anak laki-lakinya sudah diselamatkan sama lumba-lumba. Lalu dia terdampar di pulau. Nah sebelumnya sudah ada tim penyelamat yang mencari dia kan? Kira-kira nanti si anak laki-laki ini ketemu 'gak?'"

"ketemu, miss" Jawab salah satu S.

"ya sudah, akhirnya seperti itu kurang lebih juga boleh."

("Miss, what should I write for the ending of the story? I am confused")

The researcher did not give much clue. She tried to give some questions that could lead the students to think about the ending of the story.

"The boy was saved by the dolphin, right? And he was in an island. Before that, there was already rescuers team who were trying to find him, right? So, do you think that the boy would be found by the rescuers?"

"Yes, he would." Said one of the students.

"That is it. The ending might be like that.")

Field note 1

After the students wrote the story, they immediately submitted their writing to the researcher. Then, the researcher evaluated the activities on that day. They admitted that they were still confused of arranging sentences because of their limited vocabulary.



Figure 4: The students ask the researcher when they are in the process of writing.

Time was up. The students have done and submitted the task. The researcher did not give them much suggestion because the bell had rung already. Finally, the first meeting was closed.

Meeting 2

The second meeting was held on Friday, 25th April 2014. In this meeting, the researcher only had 30 minutes. The researcher started the class by greeting the students and checking the students' attendance. All students attended the class that day. When the students were ready for the materials, the researcher then recall the materials and activities in the previous meeting.

P menanyakan materi yang sudah dipelajari di pertemuan sebelumnya tentang narrative text. Sebagian besar siswa masih mengingat text organization dan tenses yang digunakan dalam narrative texts.

(The researcher asked the material learnt in the previous meeting about a narrative text. Most of the students still remembered about the text organization and tenses used in the narrative texts.)

Field note 2

Then, the researcher passed the materials to the students in which they were asked to identify the story of *Josh and the Kite*. As usual, the researcher and the students discussed the pictures and the vocabulary that might be used in the story. The researcher then discussed the story with the students orally.

P membahas seri gambar yang terdapat di dalam cerita termasuk kosakata yang mungkin muncul dalam cerita. S terlihat antusias ketika membahas gambar. Namun, ketika P meminta S untuk membaca ceritanya, kebanyakan S menolak dan enggan, "Kan udah tau ceritanya, miss" kata beberapa dari mereka. P membujuk siswa agar tetap membaca untuk menambah kosakata mereka. Namun tetap saja, walaupun beberapa S membaca, beberapa S ada yang merasa enggan untuk membaca. Setelah selesai membaca, P menanyakan alur cerita kepada S. S menjawab dengan antusias alur demi alur. S seharusnya menulis ulang cerita tersebut, namun karena waktu yang terbatas, P pada akhirnya mengecek pemahaman siswa dengan diskusi langsung.

(The researcher discussed the series of pictures including the vocabularies that might appear in the story. However, when the researcher asked the students to read the story, most students refused to read. "We already know the story, don't we?" said some of the students. The researcher tried to persuade the students to read to improve their vocabulary mastery, but some students were still reluctant to read. After finishing reading, the researcher asked the plot of the story and the students were excited in answering the questions. Actually, the students should rewrite the story with their own words. Because of the limited time, the researcher finally only checked their understanding by direct discussion.)

Field note 2

In this meeting, the researcher actually found some difficulties like managing time and encouraging the students to read. To overcome those difficulties, the researcher skipped some activities like rewriting the story and having direct discussion instead. In the last 15 minutes, the students were given another task. Here, the students were given a jumbled story entitled "Cinderella" and they had to arrange the jumbled paragraph as they did in one of the tasks in the first meeting. They also had to answer some questions related to the story. While the students were doing the task, the researcher, along with the collaborator, went around the class to check the students' work. The class ran well and all the

students were settled. They did not find difficulties in doing the task since they had been familiar with the story of *Cinderella*.

Because of the limited time, many students had not done the task, so the researcher asked the student to continue their work at home. In the last minutes, the researcher tried to drill their vocabulary that appear in the stories in the meeting to strengthen their vocabulary mastery. The bell rang and the researcher closed the meeting by prayer and greeting.

Meeting 3

The third meeting was held on Saturday, 26th April 2014. The class was started by greeting. Before giving the materials, the researcher drilled the students' vocabulary that had been learnt by the students in the previous meeting (meeting 2).

P kemudian menanyakan materi yang sudah diberikan di pertemuan sebelumnya dan melakukan sedikit drilling kosakata yang dipelajari di pertemuan sebelumnya. Beberapa S masih ingat, namun ada juga beberapa S yang lupa.
(The researcher then asked the material that had been given to the students in the previous meeting and did some vocabulary drilling. Some students remembered the vocabulary, some others did not.)

Field note 3

The field note above shows that besides finding difficulties in vocabulary mastery, they also found some difficulties in remembering the vocabulary. They easily forgot the vocabulary they had learnt in the previous meeting. It was expected by giving the vocabulary *re-drilling*, the vocabulary would last longer in their minds.

Remembering that the researcher did not have much time, she then gave the materials (a story entitled *TARZAN*) to the students. The materials contained series of pictures and some exercises including writing stories. Here, the students were

demanded to do the task independently. Thus, the researcher did not help them much but watching.

P membagikan modul yang berisi seri gambar “TARZAN”. Beberapa S sempat mengeluh karena mereka mengharapkan tidak ada pelajaran di jam terakhir. Mereka ingin bermain game. P, dibantu oleh K, mencoba mengkondisikan kelas. Tidak sulit bagi P dan K untuk mengkondisikan kelas karena ternyata siswa cukup tertarik dengan gambar tentang Tarzan yang dibagikan. P membahas sedikit tentang gambar tersebut dan menjelaskan apa yang harus mereka lakukan dengan gambar tersebut.

Setelah dirasa cukup, P meminta siswa untuk membuat cerita dari gambar yang telah diberikan dengan bantuan beberapa kosakata yang sudah dicantumkan dalam modul.

S mempunyai kurang lebih 30 menit untuk menulis cerita. P dan K berkeliling kelas untuk mengamati pekerjaan siswa. ada beberapa siswa yang mencoba bertanya kosakata. Menyikapi hal ini P dan K berusaha untuk tidak member terlalu banyak bantuan, sehingga P dan K meminta siswa untuk menggunakan kosakata yang sudah dicantumkan dalam modul untuk memudahkan S.

(P gave the materials containing the story of *TARZAN*. Some students complained because they hoped there would be no class in that meeting because it was Saturday and English was the last subject learnt that day. They wanted to play game. The researcher, who was helped by the collaborator, tried to settle down the class. It was not difficult for the researcher and the collaborator to settle down the class because apparently, the students were quite excited with the series of pictures of *TARZAN*. The researcher then had short discussion about the pictures and explained about what they had to do with the pictures.

After it felt enough, the researcher asked the students to make the story based on the pictures given with the vocabulary that had been provided on the materials.

The students had 30 minutes to write the story. The researcher and the collaborator went around the class to watch the students' work. There were some students who asked about the vocabulary. Responding to this, the researcher tried to not give too much clue to the students, so the researcher asked the students to use the vocabulary provided in the materials.)

Field note 3

The field note above shows that the students were settled and they were quite excited after the researcher gave the materials containing series of pictures of *TARZAN*.

There was no meaningful difficulty in the last process of Cycle 1. The students were helped by the vocabulary provided in the module. 30 minutes

passed, time was up. The researcher asked the students to submit their work. Some students had not finished their work yet. However, the researcher kept asking them to submit their work although they had not finished yet.

Unfortunately, the researcher did not have time to give some evaluation because the time was up already. The class were closed by prayer and greeting.

3. Reflection

After implementing the picture-series as the media in the writing teaching and learning process, the researcher discussed the process of Cycle 1 and the result of the students' writing with the teacher and collaborator. The result of the discussion was the plan for what the researcher would do in Cycle 2.

The researcher found some feedback of the implementation of the use of picture-series in Cycle 1. It was found that the students' motivation in learning English increased. Based on the field notes in the first meeting until the third meeting, the students were excited when they discussed the pictures. Those pictures helped them in grabbing new vocabularies and gave them inspiration of what should they wrote. Besides, series of pictures eased them in writing a narrative text since there were some pictures as the clue for them to write. The interview transcripts below show the students' improvement in Cycle 1.

R : "Miss, gimana tanggapan miss Yani dengan pembelajaran menulis menggunakan gambar kemarin?" ('Miss, what do you think about the writing learning process using picture-series?')

T : "Ya, lumayan, mbak. Murid-murid juga kelihatan enjoy di kelas. Mungkin karena ada gambar mungkin ya mbak" ("Quite good. The students enjoyed the learning process at class, maybe because of the pictures.)

Interview Transcript 4

R: *"Ya, ya. Trus kemarin kan kita beajarnya pake gambar. Menurutmu membantu nggak?"* ("Yesterday, when we learnt writing with pictures, do you think it helped you in writing?")

S: *"Membantu kok, soalnya kita jadi nggak bingung mau nulis apa."* ("Yes, because by using pictures we got ideas about what we were going to write.")

Interview Transcript 5

R: *"O... oke deh. Nah, kemarin kan belajar naratif pake gambar, itu memudahkan kamu untuk menulis nggak?"* ("Okay, Yesterday, when we learnt narrative using pictures, did the pictures ease you to write?")

S: *"Memudahkan."* ("Yes, it does.")

R: *"Memudahkannya gimana?"* ("In what case?")

S: *"Ya... jadi nggak bingung lagi mau nulis apa. Sama kan ada kata-kata setelah gambar itu juga membantu buat nulis."* ("I was no longer confused about what I would write, and there were also some words below the pictures that could help us in writing")

R: *"Nggak bingung karena ada gambarnya ya?"* (So, the pictures helped you, right?)

S: *"He eh."* ("Yes")

Interview Transcript 6

The students admitted that they found some benefits in using picture series in their writing. A student said that she found it easier to write a text by using picture-series. They can more easily develop a story since they have series of pictures as the clues. Another student admitted that they were helped by the vocabulary exercises provided below the pictures. In this case, the pictures could help the students to master some new vocabularies. Additionally, based on the interview with the teacher, the students' motivation in learning English increased. They enjoyed the teaching and learning process and they had willingness to write.

Furthermore, from the interviews, the researcher tried to find out whether the implementation of picture-series made their writing better or not. The transcripts are shown below.

- R: “.... Tapi dengan penggunaan gambar itu, penulisan kamu jadi lebih baik nggak dari sebelumnya?” (“Do you think that your writing gets better when you use picture-series?”)
- S: “Iya. Kan ada gambarnya. Jadi gampang nulis ceritanya.” (“Yes. Because of the pictures. It was easier for me to write.”)
- R: “Oke. Jadi intinya, menulis menggunakan gambar ini menarik nggak?” (“Do you think writing using picture-series is interesting?”)
- S: “Ya...menarik sih.” (“Yes, it is.”)

Interview Transcript 5

- R : “Oke. Jadi kesimpulannya, kamu merasa kalau penulisan kamu lebih baik nggak dengan adanya gambar?” (“Okay, in conclusion, do you think that your writing gets better by using picture-series?”)
- S: “He eh. (Mengangguk)” (“Yes. (Nodding)”)
- R: “Terus menurutmu menulis dengan bantuan gambar kayak kemarin sama tadi itu menarik nggak?” (“Do you think writing using picture-series is interesting?”)
- S: “Lumayan.” (“Quite interesting.”)

Interview Transcript 6

By the finding above, it can be concluded that picture-series worked well for the teaching and learning process of writing. Meanwhile, the researcher took the last task in Cycle 1 as the post-test in Cycle 1.

The students show improvement on some aspects like generating ideas, vocabulary mastery, using tenses, spelling, and punctuation. However, the researcher felt that the students needed more improvement, so the actions for Cycle 2 were then conducted.

C. Report of Cycle 2

In Cycle 2, the researcher designed the action based on the reflection in Cycle 1. Here, there were 2 lesson plans prepared in Cycle 2. She focused on increasing

the students' mean score. She thought that the students' mean score in the first post-test was not adequate yet because it had not met the students' standard score at school.

1. Planning

As for planning, the researcher prepared two lesson plans. Both lesson plans are designed to make the students more independent in writing. The first lesson plan contained three types of series of pictures, one passage, and one incomplete passage. The first series of pictures were completed by a passage as the modeling of the text. Here, the students would read the story or passage and make a summary of the story. Besides, they would also be asked to identify the characters and the plot of the story. In the next task, they would be given a series of pictures and an incomplete story in which they had to complete the story with the appropriate verbs and words. This task aimed to deepen their understanding in the use of tense in a narrative text as well as strengthen their vocabulary mastery. In the last task of the first lesson plan, the students would be given series of pictures without a text. They would identify the pictures by themselves and would arrange a story based on the pictures given. However, they were also given some tasks to ease them writing the story.

The second lesson plan contained three series of pictures, a passage, a jumbled text, and some additional exercises. This lesson plan aimed to encourage the students to practice writing. In the first task, they were given some pictures and a text in which they would arrange the pictures into an order based on the text. Then, they would be given a second task containing series of pictures in which

they would make a story based on the pictures. In addition, the students would be helped by some exercises relating to the pictures. At last, they would make a story with series of pictures and words as the clues. The last task demanded them to work independently.

2. Action and Observations

Meeting 1

The first meeting for Cycle 2 was held on Wednesday, 30th April 2014 for 90 minutes. Based on the planning, the researcher would apply the first lesson plan in this meeting. Unfortunately, the researcher was asked by the teacher to teach *adjective clause* to the students to prepare them for final examination. Thus, she needed to teach something beyond the lesson plan. The field note below shows what actually happened in the field.

Memasuki Cycle 2, P menemui beberapa hambatan. Hambatan pertama adalah, GBI meminta P untuk memasukkan beberapa materi tambahan kepada S yang berupa adjective clause (berkaitan dengan penggunaan who, whom, whose dan which). Hambatan kedua adalah, hari Sabtu tanggal 3 Mei, sekolah mengadakan sebuah acara dimana pada hari tersebut jam peajaran ditiadakan. Sehingga waktu penelitian mundur.

Dari faktor tersebt, P memutuskan untuk menggunakan satu lesson plan dalam Cycle 2. Selain itu, pekerjaan siswa di Cycle 1 dirasa cukup baik dan menunjukan adanya peningkatan dari hasil pre-test.

(Entering Cycle 2, the researcher met some obstacles. The first obstacle was the English teacher asked the researcher to include some materials (*adjective clause*; the use of *who*, *which*, *whom*, and *whose*) to the students. The second obligation was on Saturday, 3rd of May 2014, the school held an event in which all lessons on that day were cancelled. This made the research be postponed.

From those factors, the research decided to use one lesson plan only for Cycle 2. Besides, the students' works in Cycle 1 were seen to be better and showed some improvements comparing to the result of the pre-test.)

Field note 4

As what has been stated in the field note, the researcher used the meeting on that day to teach the students about the use of *adjective clause*. However, the

researcher adapted a text in the first lesson plan and modified it into an *adjective clause* exercise. Furthermore, she did not forget to include the vocabulary exercise and discussion about the story. The students were asked to re-read the text after they did the exercise. The text was about the story of *Timothy and the Dolphin*. The students retold the story starting from the orientation to the resolution. They also identify the characters and the settings of the story.

The whole meeting was mainly used for discussing *adjective clause* although in the end of the meeting, the researcher as well as the students discussed about the story.

Meeting 2

The second meeting in Cycle 2 was held on Friday, 2nd May 2014. It was Friday and the researcher only had approximately 30 minutes to do the research in the class. The class was started by prayer and checking attendance.

The researcher started to spread a story containing series of pictures. The story was entitled *A Selfish Giant*. Here, the students were asked to identify the pictures and learnt some vocabulary from them. Here is how the researcher discussed the pictures with the students.

P membuka pertemuan dengan salam. Hari itu, P membagikan modul berisi cerita The Selfish Giant kepada S. Seperti biasa, P membahas gambar-gambar yang terdapat cerita serta men-drilling beberapa kosakata kepada S seperti giant, autumn, castle, notice, trespasser, prosecute, blossom, dan lain-lain. Setelah itu, P meminta S untuk membaca cerita. Kali ini, S tidak lagi enggan untuk membaca karena P dan S hanya mendiskusikan beberapa gambar awal. Untuk memancing rasa penasaran S, P bertanya "do you see the notice board on the third picture? Apakah kalian melihat papan peringatannya? What did the giant write?" "Yes! Trespassers will be prosecuted" jawab S seara serempak. "But, take a look at the fourth picture. Lihat gambar keempat. Why did the children still play in the giant's garden? Why? Hayo, kira-kira kenapa ya?"

Siswa nampak penasaran dan saat itu P meminta mereka untuk membaca cerita untuk menjawab rasa penasaran mereka. Tak lupa P juga meminta S untuk mengerjakan latihan dimana S mengidentifikasi karakter, setting dan alur cerita.

(The researcher opened the meeting by greeting. That day, the researcher spread a module containing a story entitled *A Selfish Giant*. As usual, the researcher discussed the story and did some vocabulary drilling to the students like giant, autumn, castle, notice, trespassers, prosecute, blossom, etc.

After that, the researcher asked the students to read the story. This time, the students did not feel reluctant to read the text because the researcher only discussed a few pictures to raise the students' anxiety about the story. the researcher asked,

"Do you see the notice board on the third picture? Do you see the warning board? What did the giant write?"

"Yes! Trespassers will be prosecuted." Said the students together.

"But, take a look at the fourth picture! Why did the children still play in the giant's garden? Why? What do you think?"

The students looked anxious and the researcher immediately asked them to read the story. She did not forget to do the exercise in which the students had to identify the characters, the settings and the plot of the story.)

Field note 5



Figure 5: The students read the story and a student asks about the story.

In this meeting, the students did not find any difficulties but the vocabulary. Some of them still asked some vocabulary when they did the task. Mostly, they still asked the past form of the verbs.

The time was up. The teaching and learning process ran briefly because it was Friday and the time for English subject was only 30 minutes. The meeting was closed by greeting and prayer.

Meeting 3

The third meeting, which should be conducted on 3rd May 2014, was held on Wednesday, 7th May 2014. Therefore, the researcher had more time to teach the students. Before the teaching and learning process, she asked them about what they felt when learning writing using picture-series. The transcript of field note above defined the discussion between her and the students.

Sebelum memulai pelajaran, P bertanya kepada S tentang kesan mereka tentang kegiatan pembelajaran menulis menggunakan gambar berseri. S menjawab dengan jawaban bervariasi.

“lebih gampang nulis ceritanya, miss” salah satu S menjawab.

“iya, miss. vocabulary-nya juga lebih gampang dihafalkan kalau pake gambar” S lain menambahkan jawaban.

Sebagian S lain menyetujui jawaban tersebut. Kesimpulannya, gambar berseri memudahkan siswa dalam menulis dan menghafalkan kosakata.

(Before starting the lesson, the researcher asked the students of how they felt about the teaching and learning process of writing using series of pictures. The students had various answers.

“It is easier for me to write the story, miss” said one of the students.

“Yes, miss. It is also easier to master the vocabulary using pictures.” The other student added the answer.

Some students agreed those answers. In conclusion, series of pictures eased the students to write a text and to master the vocabulary.)

Field note 6

The field note clearly shows that the students felt the improvement of their writing skills.

Then, the students were given series of pictures and some exercise. The pictures were about the story of *King Arthur*. Here, they identified the pictures and did some exercises related to the pictures. After that, they were asked to write the story based on the pictures. The students were demanded to do the exercises and

write the story independently. Firstly, they found some vocabulary on the pictures. Then, they arranged some words into some good sentences. Those sentences might help them in writing the story. However, there were some students who asked another student about how they should write the story. In this step, the researcher did not give much clue to them.

Over all, the students did the exercise and wrote the story well because they had more time to write. The rest of time was used to have some casual small talk and brief evaluation about the teaching and learning process of the whole meetings. Finally, the bell rang and the meeting should be ended. The researcher closed the meeting by greeting and prayer.

3. Reflection

After the class finished, the researcher tried to have an interview with some students talking about their reaction towards the use of picture-series in writing teaching and learning process. The transcript of the interview is shown below.

R: *“Oke, setelah mengikuti pembelajaran menulis menggunakan gambar atau picture series, gimana pendapatmu?”* (Okay. After the learning process of writing using picture-series, how do you feel?)

S: *“Picture-nya itu mungkin membantu banget buat nulis. Karena kan kalo misalnya ada gambar kita bisa nentuin inspirasi kita mau nulis kayak gimana...”* (The pictures were really helpful for writing, because when there are some pictures, we knew what to write)

Interview Transcript 8

R: *“Oke. Kemarin kan sudah belajar tentang menulis pakai gambar. Menurutmu gimana?”* (Okay. Yesterday, we have learnt writing using picture-series. what do you think about that?)

S: *“Menurutku kalau menulis pake gambar bisa lebih gampang. Jadi bisa lebih ngerti alur-alurnya dan bisa ngemudahin gimana nulisnya.”* (I think writing using picture-series could make me easier to write. We knew what to write and how to write.)

Interview Transcript 9.

Based on the result of students' works in Cycle 1, it clearly shows that the students' skills in writing had improved by applying picture-series as the media in the teaching and learning process. In this case, series of pictures has helped the students in increasing their writing skills in some aspects. The interview transcripts above show that the students felt that they were helped by the use of picture-series especially in generating ideas. They thought that the pictures could give them ideas about what they should write.

Besides, the students also felt that pictures helped them in mastering vocabulary. The students could remember the vocabulary more easily because once they learnt some vocabularies, they used the vocabularies to write a text.

R : *"Hehehe, iya miss. Tapi menurut miss Yani, kemampuan anak-anak dalam menulis ada peningkatan nggak miss?"* ("In your opinion, did the students make improvement in writing?")

T : *"Ada pastinya ya mbak. walaupun sedikit-sedikit, tapi anak-anak paling nggak udah lebih aware sama penggunaan verb dua itu. Mereka juga otomatis nambah vocabulary-nya mbak karena vocab itu mereka pakai pas menulis itu kan."* ("Yes, of course. The students became more aware of the use of past verbs. They also automatically improved their vocabulary mastery, because they used the words when they wrote.")

Interview Transcript 7

R: *"Terus kira-kira, peningkatan apa yang kamu rasakan setelah belajar menulis menggunakan gambar?"* ("What kind of improvement that you made in writing using pictures?")

S: *"Mm... lebih tau banyak vocabulary, jadi tau gimana bikin kalimat pasif sama lebih banyak tau verb duanya soalnya kan sering nulis sama ngerjain soal, mbak."* (Mm... I know more vocabularies. I know how to make passive sentences and I also know the past form of some verbs because we often wrote and did some exercises)

Interview Transcript 8

- R: "Oke, tapi kamu merasa ada peningkatan dalam menulis nggak waktu belajar menulis menggunakan gambar?" ("Do you think you have made improvement in writing?")
- S: "Ya ada." ("Yes")
- R: "Dalam hal apa?" ("In what case?")
- S: "Ya dalam penulisan itu. Jadi tau apa yang mau ditulis. Sama kata-kata yang harus dipake pas nulis juga lebih tau. Kan kata-katanya ada di gambar, jadi gak bingung." ("I know what I should write and I also know the words used in the writing. we know that the words were available in the pictures, so I was not confused")

Interview Transcript 9

Name : Duryadi Saputra
No : 22

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Three Fishes

Orientation: Once upon a time, three fishes lived in a pond. one evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch fish.' Then the fishermen left.

Complication: When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, "Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all." The second of the three fishes agreed. "You are right", he said. "We must leave the pond".

Resolution: The eldest of the fishes left the pond that very evening with his entire family. The second (his) saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

Figure 6: An example of the result of a student's post-test

The transcripts and the figure above show that the students' vocabulary mastery was improved because of the exercises given in pre-writing sessions.

They became more aware of the use of past verbs. Besides, the students used the words when they wrote. It means the students learnt new vocabulary with the contexts. Thus, the students could automatically improve their vocabulary mastery.

Furthermore, their motivation in learning writing also increased because picture-series are interesting and helpful media for the students to learn English. From those aspects, it can be claimed that picture-series has helped the students to improve their writing skills.

R : *“Miss, Alhamdulillah hari ini saya terakhir mengajar. Menurut miss Yani keseluruhannya gimana, miss?”* (“What do you think about the teaching and learning process, miss?”)

T : *“Ya, ya. Semua lancar ya mbak. Ya... yang penting materi tersampaikan. Anak-anak juga mau menulis. Karena biasanya mereka kan agak susah ya mbak kalau disuruh nulis.”* (“Everything was okay. The students had willingness to write. You know, it was difficult to encourage the students to write.”)

Interview Transcript 7

From the transcript above, it can be concluded that the students’ motivation in writing increased. Before the implementation of picture-series as the media in the teaching and learning process of writing, the students were used to being unwilling to write, but when the students were given some series of pictures, they were willing to write.

D. General Findings and Discussions

In this part, the researcher will provide qualitative and quantitative data of this research. The qualitative data are in the form of general findings in each cycle, while the quantitative data deal with the students' writing cycle in each test.

As for the qualitative data, the following explanations are the finding of the use of picture-series to improve the students' writing skills.

1. Cycle 1

a. The Successful Actions

1. Picture-series has helped the students to generate ideas. According to Harmer (2004:67), pictures help the students to find ideas and develop their imagination. The students found it easier to write with pictures as the clue. They knew what to write and they could develop their own ideas in their works although they still needed some exercises to make them understand the pictures more and ease them in developing sentences.
2. By using pictures, the students' vocabulary mastery has also improved. Harmer (2004:67) proposes that pictures are good media to learn vocabulary and grammar. The students were excited when they were asked to identify what things in the pictures. Moreover, the students did not only identify the words, they also used the words when they wrote. By using the words, the students used the words in their contexts and it made them memorize the words easily.

3. The students' motivation in learning writing was also improved.

Wright (in Kodoatie 2013) states that pictures are able to encourage the students' attention since the pictures are used as stimulus for them. Pictures can be used to encourage the students and increase their motivation in learning. In the field, the students were enthusiastic when they were given series of pictures that tell a story and discussed them together.

b. The Unsuccessful Actions

1. The students were still confused about how they should construct their sentences. Many of them still asked about how to construct passive voice sentences and how to express something in English.
2. Some students were still unaware in punctuation, capitalization and spelling. Some students forgot to put a full stop (.) and to capitalize the first letter in a sentence. Some of them also made mistakes in spelling words.

2. Cycle 2

- a. The students could construct a well-organized text. They were aware of the text organization. Yunus (1981:49) explains that series of pictures can help the students in writing text types requiring sequences like narrative since the series of pictures give them clearer description about what happened. They knew what they should write in orientation part as well as other parts in narrative texts (complication and resolution).

- b. The students made improvement in arranging sentences. According to Yunus (1981:49), pictures provide details of the events. Those details helped the students to arrange the sentences as they can see what the character did in the pictures and develop it into sentences with their own words. They were also given some additional exercises that helped them in arranging the sentences and they became more aware of the use of tenses in narrative texts.
- c. The students were more confident and independent when they wrote. It was shown by the frequency of students' questions which slightly decreased.
- d. Eventually, the students' writing skills were also improved. It was clearly shown by their final writing products which were much better than the pre-test. Their scores and their main scores were also significantly improved.

In addition, the description of the students' improvement is presented in the table shown below.

Table 7: The Improvement of the Action

Preliminary Condition	Cycle 1	Cycle 2
The students' motivation in learning English was low.	The students' motivation in learning English was higher although some students were still reluctant to read the text.	The students' motivation got higher and they were quite excited when they were asked to read the story because their anxiety increased.

(Continued)

(Continued)

The students were lack of using media in learning English.	Some students enjoyed learning English by the use of interesting media.	Many students felt that English was not as boring as their thought. They found that English was enjoyable.
Many students were confused when they were asked to wrote a text because they found difficulties in generating ideas.	The students were able to write a text by the implementation of the media. However, the students still had low confidence and some of them were still not independent.	The students were able to generate ideas easily and they became more independent and had more confidence in writing.
Most students found it difficult to express what they wanted to write and they made many mistakes in writing.	The students were able to write the sentences correctly although in some cases they still needed more exercise because they made some mistakes and errors.	Many students were able to decrease their mistakes and errors in making a sentence.
Many students still made many mistakes and errors in spelling, punctuation and capitalization.	The students became more aware of the spelling, punctuation and capitalization.	The problems in spelling, punctuation and capitalization that the students met significantly decreased.

3. The Students' Writing Score

As for the quantitative data, the researcher will present the students' scores starting from the pre-test until the final post-test. The students' scores were taken from the total of five assessment aspects proposed by Brown (2004:244). They are organization of the text, logical development ideas (content), grammar, punctuation, spelling, and mechanics, and style and quality of expression. The scores were taken three times, in the pre-test, the post-test of Cycle 1, and the post-test in Cycle 2. The result of the post-test in Cycle 1 can be seen in the table below.

Table 8: The Students' Writing Scores after Cycle 1

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	0	Good	13	65%
75 – 87.4	Very good	0			
62.5 – 74.9	Good	13			
50 – 62.4	Fair	7	Poor	7	35%
37.5 – 49.9	Poor	0			
25 – 37.4	Very poor	0			
Mean		63.85	Ideal Mean	4.69	
Standard Deviation		65.5	Ideal SD	1.5	

The table above shows that the students' writing skill has not been good yet. From 20 students, there were 13 students (65%) who were categorized as having good skills in writing. The rests were categorized as having poor ability in writing. However, the result of the students' writing above also shows that they have improved their average score (mean). It can be seen that the average score of their pre-test was 56.75, while the average score of Cycle 1 was 63.85. Besides, the researcher found out that the students' mean was higher than the students' ideal mean. It indicates that the students' writing skills were good. Meanwhile, the standard deviation of students' result in Cycle 1 was 4.69 which was higher than the ideal standard deviation (1.5). It means the gap between the students with high score and the ones with low score was quite big. In other words, the students' achievement was heterogeneous.

As for the students' improvement in Cycle 1, the students showed good improvement compare to their score in the pre-test. The table below shows the comparison between the students' result in pre-test and in post-test in Cycle 1.

Table 9: The Comparison of the Students' Writing Skills Before and After Cycle 1

Score	Category	Pre-test	Intrp.	Total	%	Cycle 1	Total	%
87.5 - 100	Excellent	0	Good	5	25%	0	13	35%
75 - 87.4	Very good	0				0		
62.5 -74.9	Good	5				13		
50 - 62.4	Fair	11	Poor	15	75%	7	7	65%
37.5 -49.9	Poor	4				0		
25 - 37.4	Very poor	0				0		
Mean		56.75				63.85		
SD		7.00				4.69		

Table 10: The Result of t-test – Pre-test and Cycle 1

		Mean	N	Std. Deviation	Sig. 2-tailed	A
Pair 1	Pre-Test	56.75	20	7.00	0.001	0.05
	Cycle 1	63.85	20	4.53		

The data above explain about the significance of using picture-series to improve the students' writing skill. To count the significance statistically, the researcher used SPSS to find out the p value and the significance level. If the p value is lower than the significance level, then the use of picture-series has influenced the students' writing skills significantly. Meanwhile, the data above show that the p value is lower than the significance level ($0.001 < 0.05$). Thus, it can be concluded that the implementation of picture-series can improve the students' writing skills.

The facts that picture-series have helped the students to improve their writing skills are supported by their result in the post-test. After Cycle 2, the researcher held a post-test to measure how far the students have improved their writing skills. The post-test was held a couple days after the last meeting in Cycle 2. There, they

showed good improvement compare to their writings in the pre-test. The percentage of the students' score is presented below.

Table 11: The Students' Writing Scores in Cycle 2

Score	Category	Frequency	Interpretation	Total	Percentage
87.5 – 100	Excellent	1	Good	19	95%
75 – 87.4	Very good	16			
62.5 – 74.9	Good	2			
50 – 62.4	Fair	1	Poor	0	5%
37.5 – 49.9	Poor	0			
25 – 37.4	Very poor	0			
Mean		77.275	Ideal Mean	73.75	
Standard Deviation		5.55	Ideal SD	5.25	

The table above shows that almost all students were categorized as having good writing skills. It is also shown that the students have increased their mean score into 77.725. It is higher than the ideal mean which was 73.75. The result clearly shows that the students have improved their writing ability compared to their post-test in Cycle 1.

Table 12: The Comparison of the Students' Writing Skills in Cycle 1 and Cycle 2

Score	Category	Cycle 1	Intrp.	Total	%	Cycle 2	Total	%
87.5 - 100	Excellent	0	Good	13	35%	1	19	95%
75 - 87.4	Very good	0				18		
62.5 - 74.9	Good	13				0		
50 - 62.4	Fair	7	Poor	7	65%	1	1	5%
37.5 - 49.9	Poor	0				0		
25 - 37.4	Very poor	0				0		
Mean		63.85				77.275		
SD		4.69				5.55		

Table 13: The Result of t-test – Cycle 1 and Cycle 2

		Mean	N	Std. Deviation	Sig. 2-tailed	A
Pair 2	Cycle 1	63.85	20	4.69	0.00	0.05
	Cycle 2	77.275	20	5.55		

The data above were obtained from SPSS using Paired-Samples test of t-test. The result shows that the p value was 0.00. Therefore, the result was statistically significant because p value is lower than the significance level (0.05). It means that the use of picture-series in improving students' writing skills brought a significant result. Finally, it can be concluded that the use of picture-series in teaching and learning process of writing has significantly improved the students' writing skills.

Furthermore, the researcher also applied inter-rater reliability to reduce the subjectivity in taking students' score. The researcher and the collaborator had taken the students' scores and took the average score as the total score. Using SPSS, the researcher found the result as follow.

Table 14: The Result of Correlation in the First Post-test
Correlations

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.912**
	Sig. (2-tailed)		.000
	N	20	20
VAR00002	Pearson Correlation	.912**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the critical value or r is 0.912. Based on the Pearson's Coefficient Correlation, when the critical value shows >0.90 , it means

the researcher and the collaborator had perfect correlation of taking students' score in the first post-test.

Table 15: The Result of Correlation in the Second Post-test

Correlations			
		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.000
	N	20	20
VAR00002	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

The table above tells us that the critical value of r is 0.870. It means that the correlation between the researchers' assessment and the collaborators' assessment is very strong. Therefore, the assessment is reliable.

The researcher finally compared the students' scores in each test in order to find out the improvement of the students in each cycle. The table below presents the students' main scores and the standard deviation.

Table 16: Students' Mean Scores of Writing in the Pre-test, after Cycle 1 and after Cycle 2

Score	Pre-test	After Cycle 1	After Cycle 2
Mean Score	56.75	63.85	77.275
SD	7.00	4.69	5.55

The table shows the students' main score in pre-test, post-test in Cycle 1 and post-test in Cycle 2. The students' mean score increased significantly in each cycle. The mean score in the pre-test was 56.75. In Cycle 1, it increased into

63.85. However, the researcher thought that it was not enough so she tried to increase the students' scores in Cycle 2. Eventually, the students' mean score in the cycle was getting better. It was 77.275.

Furthermore, the researcher has also categorized the students' writing skills levels into excellent, very good, good, fair, poor, and very poor. Those levels were generalized into two levels, good and poor. The information about the students' categorization is presented in the table below.

Table 17: The Improvement of Students' Writing Score in the Pre-test, Post-test 1 and Post-test 2

Interpretation	Category	Total Number of Students		
		Pre-test	Cycle 1	Cycle 2
Good	Excellent	0	0	1
	Very good	0	0	18
	Good	5	13	0
Poor	Fair	11	7	1
	Poor	4	0	0
	Very poor	0	0	0

It is shown that the students' proficiency increased from time to time. It can be seen in the table that in the pretest, there were 75% of the students who were categorized poor. In other words, it can be said that most students had low skills of writing. However, they made slight improvement in Cycle 1. There are 13 students who were categorized as having good writing skills. More than half students made the improvements. The rests were still having poor writing skills. In Cycle 2, the students made satisfying improvement. 95% of the students were categorized as having good writing skills. There was even 1 student who had excellent work.

Implementing picture-series as the media of writing teaching and learning has brought significant effect to the students' writing skills. The students' result in the post-test proved that the use of media is important in the teaching and learning process. In addition, the researcher compares the students the students result in pre-test and final post-test as follows:

Table 18: The Comparison of the Students' Writing Skills in Pre-test and Post-test 2

Score	Category	Pre-test	Intrp.	Total	%	Post-test	Total	%
87.5 - 100	Excellent	0	Good	5	25%	1	19	95%
75 - 87.4	Very good	0				18		
62.5 - 74.9	Good	5				0		
50 - 62.4	Fair	11	Poor	15	75%	1	1	5%
37.5 - 49.9	Poor	4				0		
25 - 37.4	Very poor	0				0		
Mean		56.75				77.275		
SD		7.00				5.55		

Table 19: The Result of t-test – Pre-test and Post-test

		Mean	N	Std. Deviation	Sig. 2-tailed	A
Pair 3	Pre-test	56.75	20	7.00	0.00	0.05
	Post-test	77.275	20	5.55		

It can be seen that the students' mean score in pretest was 56.75 and it increased into 77.275. Based on those mean scores, it can be concluded that the students made noticeable improvement in their writing skills. To make sure that they did it, the researcher applied the t-test to calculate the *p* value using SPSS after collecting data through Paired-Samples test of t-test. The result in table 23

shows that the value is 0.00. It is lower than the significance level ($0.00 < 0.05$) and it means that the implementation of the picture-series in the teaching and learning process of writing brings significant influence in the students' writing skills.

Additionally, the researcher also provides a chart presenting the result of the research as seen in the figure below to define the data more clearly.

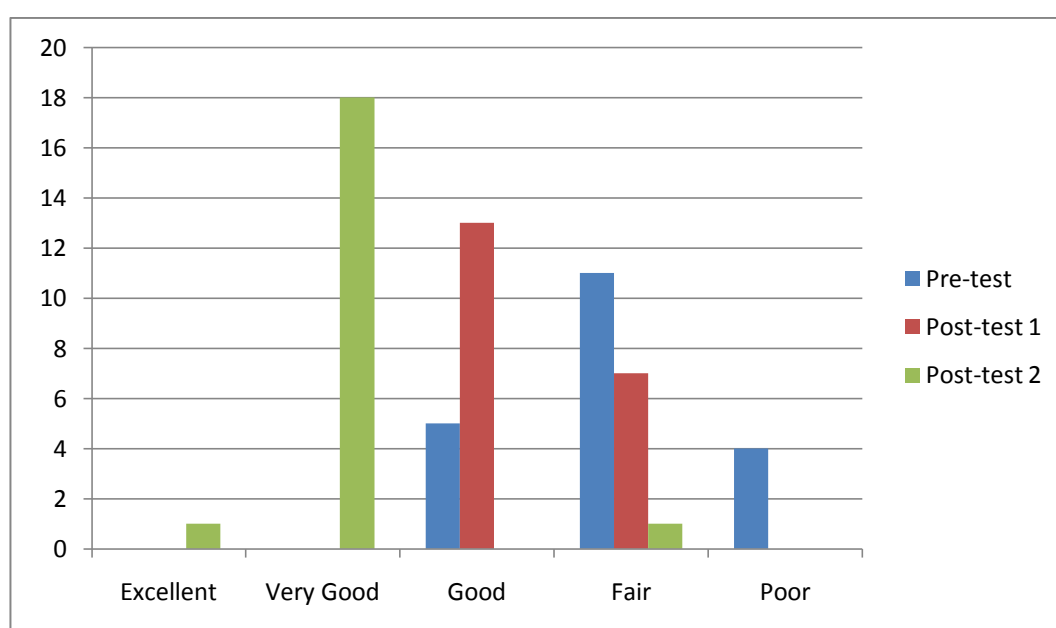


Figure 7: The Chart of Students' Writing Scores in Pre-test, Post-test 1 and Post-test 2.

From the figure above, it can be concluded that in the pretest, there were some students who were categorized as having poor writing skills and there were only few students who had good writing skills. In the first post-test, there was no student who had poor writing skills. Most of them were categorized as having good writing skills and the rest of the students were having fair writing skills. In the final post-test, the students made noticeable improvement. Although there was

only one student who had excellent writing skills, most of the students were categorized as having very good writing skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The research was conducted at SMA Kolombo Sleman Yogyakarta. The subjects of the research were the students in XI IPA. It was conducted in April to May 2014. In total, the researcher had eight meetings (2 meetings for both the pre-test and the post-test 2 and 6 meetings for teaching). The first meeting was for having the pre-test, the six meeting were for the implementation of the research, and the last meeting was for the post-test. The research included the researcher, a collaborator, and the English teacher of XI IPA in SMA Kolombo Sleman, Yogyakarta.

The study is action research. The researcher used picture-series to improve the students' writing skills. Therefore, there are two types of data presented, qualitative data and quantitative data. The qualitative data are in the form of description of general findings, while the quantitative data are in the form of students' scores as the result of the pre-test, the post-test of Cycle 1, and the post-test of Cycle 2.

When conducting the research, the researcher applied Genre-Based Approach which consists of Building Knowledge of the Context (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). In this case, the researcher focused on narrative texts. In the first step, BKOF, the researcher encourages the students to lead them

into the material. In MOT, the researcher gives the students series of pictures and explains some materials related to narrative texts. After the students get the understanding about narrative text, it is time for them to practice. In the first practice or JCOT, the students do some exercises given by the researcher and they do the exercise in groups or with discussion. Then, after they finish doing exercise, the researcher gives the next task in which the students have to practice independently. In every step, the researcher tries to apply series of picture as a part in the teaching and learning process.

As for the students' writing skills, their skills improved after the implementation of picture-series as the media for teaching and learning. The improvement comes from many aspects, like ideas, grammar, vocabulary, spelling and punctuation. By having pictures, the students found it easier to create a writing product as pictures can provide imagination for them. In case of vocabulary, the students' vocabulary mastery also improved as they learnt many new vocabularies. It is expected that the new vocabularies they have learnt stay longer in their memory. The students' grammar was also getting better as they had much writing practice and they also had some grammar reviews and feedbacks. The students and the researcher discussed the students' writing product during the researcher, so, the students knew the mistakes and the errors they made in their writing. The revision, evaluation and feedback were needed in order to provide the students references for their next write.

Furthermore, the researcher also collected quantitative data as this research is action research. For the quantitative data, the researcher and the collaborator took

the students' writing scores. The scores were taken from their pre-test, the first post-test and the second post-test. The mean value of the students' pre-test is 56.75, while the mean value of the students' first post-test (after Cycle 1) is 63.85. After conducting Cycle 2, the mean value of the students' second post-test is increased to 77.275. Based from those scores, it can be concluded that the students have made significant improvement in their writing skills.

B. Implications

Based on the observation, the researcher found that the students writing skills were still low and were needed to be improved. After reviewing some literatures about the benefits of picture-series, the researcher finally proposed picture-series as the media in the writing teaching and learning process to improve the students' writing skills. The implementation has significantly improved the students' writing skills based on the reasons below.

1. The implementation of picture-series in the teaching and learning process in this research were able to increase the students' motivation in writing. The students were used to being unwilling to write, but by having picture-series, the students were willing to do the exercise and create a writing product.
2. Picture-series helped the students to generate ideas when writing as the pictures provided clues for the students about what happened in the pictures and they just needed to express and develop what they saw into written forms.
3. The exercises which were provided along with the series of pictures effectively help the students to build new vocabularies and deepen their

understanding about constructing sentences. The students also had vocabulary drilling to strengthen their vocabulary mastery.

4. When implementing picture-series, the students experienced many writing activities, like writing stories, completing paragraph and completing a story. Those activities were not done once. Apparently, it helped the students to get used to write independently.

C. Suggestions

After conducting this research, the researcher proposes the following suggestions for the English teacher, students, and other researchers as presented below:

1. For the English teacher

According to the result of this research, it is concluded that picture-series media are effective to improve the students' writing skills. Thus, English teachers can use picture-series as the media in a writing teaching and learning process. The teachers may develop the picture-series media to adjust the students' needs and condition.

2. For the students

By using picture-series media, the students are suggested to continue writing using picture-series as the clue. The writing products were expected to be references when the students need to write a text with the same topic.

3. For other researchers

This research is conducted because the researcher sees that there are many problems experienced by many students related to writing. However, because

of the limited time and ability, the researcher has not solved all the problems yet. Thus, the other researchers may conduct further studies to solve the students' writing problems. This study may be used as a reference for them in conducting a research related to writing skills.

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Appendixes

Appendix 1

Field Notes

Field note Pre-test (Sabtu, 19 April 2014)

12.45 WIB (1x45menit)

Pada hari Jumat tanggal 18 April 2014, P datang ke sekolah untuk menemui GBI. P ingin meminta izin untuk mengadakan pre-test pada hari Sabtu tanggal 19 April 2014 sebelum melaksanakan penelitian. GBI member ijin untuk mengadakan pre-test terlebih dahulu.

Pada hari Sabtu, P memasuki kelas XI IPA didampingi oleh GBI dan K. Kelas terlihat kurang kondusif karena pada saat itu, pelajaran Bahasa Inggris ada di jam terakhir di hari sabtu. Beruntungnya, GBI mampu menenangkan S dan S pun tenang.

P dan K memperkenalkan diri. Setelah orolan singkat dengan S di kelas, P, dibantu oleh K, membagikan lembar pre-test kepada S. P kemudian menjelaskan apa yang harus dilakukan S. Pada awalnya, S terkesan enggan untuk menulis. Namun, setelah P member sedikit petunjuk atau *clue* kepada S, S mulai menulis cerita. Sebagian besar dari mereka bertanya pada P dan K tentang penulisan dan kosakata. P dan K sempat merasa kewalahan menjawab pertanyaan S yang tidak habis-habis. Saat itu, P menjelaskan kepada S untuk menulis sesuai dengan kemampuan mereka. P menjelaskan bahwa nilai menulis pada hari itu tidak akan diserahkan pada GBI, melainkan hanya untuk keperluan penelitian, sehingga S tidak perlu takut untuk menulis.

30 menit berlalu, sebagian S telah selesai menulis. Sebagian yang lain belum. P memberitahu S bahwa waktu tinggal 5 menit lagi. Beberapa S terlihat panik karena mereka masih belum selesai. Waktu telah habis, bel sekolah hampir berbunyi dan P meminta S untuk segera mengumpulkan tulisan mereka, selesai ataupun tidak selesai. Satu persatu, S yang belum mengumpulkan pekerjaan mereka pun mengumpulkan kepada P dan K.

Sebelum menutup pertemuan saat itu, P mengucapkan terima kasih kepada S dan menanyakan bagaimana perasaan mereka tentang kegiatan menulis pada hari itu.

Mereka mengaku bahwa mereka bingung. Sebagian besar dari S tidak punya ide dalam menulis dan kesulitan dalam kosakata. Waktu pun habis. Pertemuan ditutup dengan salam dan doa sebelum pulang.

Field note 1 (Wednesday, 23rd April 2014)

Meeting 1(2x45 min)

Penelitian dimulai pada hari Rabu, tanggal 23 April 2014 pukul 07.00. Itu ada kali pertama P datang ke kelas untuk mengajar. P ditemani oleh K untuk mendokumentasikan kegiatan dan membantu menilai jalannya penelitian. Pagi itu, S sempat terlihat sedikit bingung karena hari itu bukan GBI yang masuk ke kelas. Beruntungnya, sebelum P melakukan penelitian di kelas tersebut, P pernah masuk ke kelas tersebut untuk mengadakan observasi.

P, beserta K, membuka pertemuan dengan memperkenalkan diri masing-masing dan dilanjutkan dengan mengecek presensi siswa. hari itu, ada dua orang siswa yang tidak hadir dalam kelas. Setelah semua terlihat siap, P bertanya “*Shall we pray?*” dan salah satu S menjawab “*Biasanya tadarus dulu, miss. Sekitar sepuluh sampai lima belas menit.*” Di SMA Kolombo, Tadarus menjadi agenda wajib setiap pagi bagi siswa, sehingga, mau tidak mau, jam pelajaran sedikit berkurang.

Setelah tadarus selesai, P bertanya, “*Are you ready, guys?*” Bukannya menjawab, S bertanya pada P “*Hari ini kita mau ngapain, miss?*” Mereka terlihat cukup antusias dengan kedatangan P dan K. “*Today, we will learn about how to write a story, Hari ini, kita akan belajar bikin cerita. Ngomong-ngomong, cerita apa yang pernah kalian dengar?*” S menjawab dengan jawaban berbeda-beda. Ada yang menjawab Cinderella, Bawang Merah Bawang Putih, Malin Kundang, dan bahkan ada yang menjawab Kancil *nyolong* Timun. Setelah itu, P meminta mereka untuk menceritakan sedikit alur cerita Cinderella. S dengan antusias menceritakan alur demi alur, dimulai dari awal cerita, masalah dalam cerita dan akhir cerita. P kemudian meminta siswa untuk menceritakan dengan Bahasa Inggris dan hanya beberapa S saja yang menjawab.

Mulai memasuki materi, P membagikan cerita *Heracles*. Sebelum membaca cerita, P dan S membahas tentang gambar yang ada di samping bacaan. “*Now, take a look! What is the title? Apa judulnya ceritanya?*” P bertanya kepada S. “*Heracles, miss*” S menjawab dengan kompak.

“*Okay. Now take a look at the pictures. Lihat gambarnya. Ada apa aja disitu?*” P bertanya detail gambar untuk membangun *vocabulary* S.

“*Dragon.*”

“*A king!*”

“*Heracles*”

S menjawab bergantian. Kemudian P menanyakan “*What did the man do to the dragon?*” dan S menjawab “*penggal, miss. Terus dibakar kepalanya.*”

“*Great. How do you say penggal in English?*” P kembali bertanya.

“cut”

“Cut off, miss”

S memberi jawaban yang bervariasi. Setelah beberapa menit membahas detail gambar dan *vocabulary*, S membaca cerita tersebut dan mengerjakan latihan. Sejauh mereka membaca dan mengerjakan soal, S belum menemui kesulitan yang berarti karena mereka sudah dibekali *vocabulary* pada diskusi awal.

Selesai memahami teks, S dibekali pengetahuan tentang narrative text (text organization and language features). Salah satu S bertanya, “Miss, selain *Once upon a time* di awalnya, kita bisa pake apalagi miss?” P menjawab “bisa juga pakai *one day* atau *a long time ago...*”

Setelah diskusi tentang *narrative text*, P melanjutkan penjelasan tentang *Past Tense*. Beberapa S cenderung menggunakan *past to be* dan *past verb* secara bersamaan, seperti ‘*I was spent...*’ atau ‘*I was went...*’, sehingga P melakukan *sentence drilling* dimana P menyebutkan kalimat lampau dalam bahasa Indonesia dan S menyebutkan dalam Bahasa Inggris.

Pada tahap tersebut, S tidak banyak bertanya banyak karena di semester sebelumnya mereka pernah membahas *narrative text* dan *past tense* dengan GBI.

Selanjutnya, P memberikan gambar berseri kepada S. Seperti di tahap sebelumnya, P dan S mendiskusikan detail gambar. Siswa kemudian membaca cerita dan menjawab pertanyaan yang berhubungan dengan cerita tersebut.

Memasuki tahap selanjutnya, P membagikan modul kedua. Dalam modul tersebut S diminta untuk mengidentifikasi gambar dan kosakata dan mengurutkan paragraph rumpang yang berisi cerita berdasarkan gambar seri yang telah diberikan. Tidak ada kesulitan berarti yang dialami S pada tahap ini.

Kemudian P membagikan modul ketiga. Pada tahap ini, S diminta untuk melanjutkan cerita *Dolphin Rescue* atau membuat *ending* dari cerita tersebut.

Disini, P tidak mendiskusikan gambar seperti yang dilakukan di tahap sebelumnya karena tahap ini adalah tahap *ICOT* dimana siswa mengerjakan tugas yang diberikan secara mandiri.

Walaupun begitu, ketika S mulai menulis cerita, kebanyakan S bertanya kosakata yang berbentuk pasif seperti diselamatkan, tenggelam, dibawa, dan lain-lain. P kemudian menerangkan kepada S bagaimana cara membentuk kalimat pasif dalam Bahasa Inggris.

Sebagian kecil S masih ada yang belum tahu akhir cerita apa yang akan mereka buat dan bertanya kepada P,

“miss, kalo *ending*-nya ‘gak *happy* ‘gak apa-apa? Soalnya udah banyak yang bikin *happy ending*, miss”

Ada pula yang bertanya,

“miss, ini akhir ceritanya kayak gimana ya? Aku bingung”

P tidak banyak memberi *clue* pada pertanyaan terakhir. P mencoba memberi beberapa pertanyaan yang mendorong S untuk memikirkan akhir cerita.

“ini kan si anak laki-lakinya sudah diselamatkan sama lumba-lumba. Lalu dia terdampar di pulau. Nah sebelumnya sudah ada tim penyelamat yang mencari dia kan? Kira-kira nanti si anak laki-laki ini ketemu ‘gak?”

“ketemu, miss” Jawab salah satu S.

“ya sudah, akhirnya seperti itu kurang lebih juga boleh.”

Setelah S menyelesaikan menulis, mereka segera mengumpulkan hasil pekerjaan mereka kepada P dan K walaupun masih ada beberapa dari mereka yang belum selesai. Sambil menunggu S yang belum selesai, P melakukan evaluasi kegiatan hari itu. Mereka mengaku masih kesulitan dalam menulis dikarenakan kosakata mereka yang terbatas dan beberapa masih bingung untuk membuat kalimat dalam bahasa inggris. Dikarenakan waktu yang terbatas, P tidak banyak memberi masukan. Pertemuan diakhiri dengan salam.

Field note 2 (Jumat, 25 April 2014)

Meeting 2 (1x30 menit)

P datang 10 menit sebelum kelas dimulai. Jam pelajaran Bahasa Inggris dimulai jam 10 setelah jam istirahat pertama. P membuka pelajaran dengan “*Good morning, students*” dan berdoa. P mengecek presensi siswa dan semua siswa hadir.

P menanyakan materi yang sudah dipelajari di pertemuan sebelumnya tentang *narrative text*. Sebagian besar siswa masih mengingat *text organization* dan *tenses* yang digunakan dalam *narrative texts*. Dikarenakan waktu yang terbatas, P membagikan sebuah cerita berjudul “*Josh and the Kite*”. P membahas seri gambar yang terdapat di dalam cerita termasuk kosakata yang mungkin muncul dalam cerita. S terlihat antusias ketika membahas gambar. Namun, ketika P meminta S untuk membaca ceritanya, kebanyakan S menolak dan enggan, “Kan udah tau ceritanya, miss” kata beberapa dari mereka. P membujuk siswa agar tetap membaca untuk menambah kosakata mereka. Namun tetap saja, walaupun beberapa S membaca, beberapa S ada yang merasa enggan untuk membaca. Setelah selesai membaca, P menanyakan alur cerita kepada S. S menjawab dengan antusias alur demi alur. S seharusnya menulis ulang cerita tersebut, namun karena waktu yang terbatas, P pada akhirnya mengecek pemahaman siswa dengan diskusi langsung.

Di 15 menit terakhir, P membagikan modul lainnya. Modul tersebut berisi cerita tentang *Cinderella*. Lagi, P membahas gambar yang ada pada cerita satu demi satu untuk membangun kosakata S. Lalu S diminta untuk menjawab pertanyaan yang berkaitan dengan cerita tersebut. Mau tak mau, siswa harus membaca ceritanya untuk menjawab pertanyaan tersebut. Tak terasa, waktu hampir habis, dan kebanyakan dari S belum selesai mengerjakan tugas mereka. Akhirnya P memutuskan untuk mengakhiri kelas dan meminta S untuk mengerjakan di rumah. Sebelum kelas berakhir, P mencoba untuk *men-drilling* kosakata yang dibahas saat pertemuan tersebut. Bel pun berbunyi dan pertemuan ditutup dengan doa dan salam.

Field note 3 (Sabtu, 26 April 2014)

Meeting 3 (1x45 menit)

Pada peretemuan ini, jam pelajaran Bahasa Inggris ada pada jam ke-8 atau jam terakhir sekolah. GBI sempat mengatakan bahwa pada jam tersebut, kegiatan pembelajaran dinilai kurang kondusif mengingat itu adalah hari sabtu.

P dan K datang 10 menit sebelum pelajaran di mulai. Pelajaran dimulai jam 1. Seperti biasa, P mengecek kehadiran siswa dan saat itu ada 1 siswa yang tidak masuk, Nur Arzela.

P kemudian menyakan materi yang sudah diberikan di pertemuan sebelumnya dan melakukan sedikit *drilling* kosakata yang dipelajari di pertemuan sebelumnya. Beberapa S masih ingat, namun ada juga beberapa S yang lupa.

P membagikan modul yang berisi seri gambar “*TARZAN*”. Beberapa S sempat mengeluh karena mereka mengharapkan tidak ada pelajaran di jam terakhir. Mereka ingin bermain game. P, dibantu oleh K, mencoba mengkondisikan kelas. Tidak sulit bagi P dan K untuk mengkondisikan kelas karena ternyata siswa cukup tertarik dengan gambar tentang *Tarzan* yang dibagikan. P membahas sedikit tentang gambar tersebut dan menjelaskan apa yang harus mereka lakukan dengan gambar tersebut.

Setelah dirasa cukup, P meminta siswa untuk membuat cerita dari gambar yang telah diberikan dengan bantuan beberapa kosakata yang sudah dicantumkan dalam modul.

S mempunyai kurang lebih 30 menit untuk menulis cerita. P dan K berkeliling kelas untuk mengamati pekerjaan siswa. ada beberapa siswa yang mencoba bertanya kosakata. Menyikapi hal ini P dan K berusaha untuk tidak member terlalu banyak bantuan, sehingga P dan K meminta siswa untuk menggunakan kosakata yang sudah dicantumkan dalam modul untuk memudahkan S.

30 menit berlalu, bel pun berbunyi. P dan K meminta siswa untuk mengumpulkan tulisan mereka. Beberapa siswa ada yang belum menyelesaikan tugasnya, namun P tetap meminta tulisan mereka walaupun belum selesai. Dikarenakan waktu telah habis, P tidak sempat memberikan banyak evaluasi dari pengamatan P terhadap proses menulis. Pertemuan diakhiri dengan berdoa dan salam.

Field note 4 (Rabu, 30 April 2014)

Meeting 1 (Cycle 2 – 2x45 menit)

Memasuki cycle 2, P menemui beberapa hambatan. Hambatan pertama adalah, GBI meminta P untuk memasukan beberapa materi tambahan kepada S yang berupa *adjective clause* (berkaitan dengan penggunaan *who*, *whom*, *whose* dan *which*). Hambatan kedua adalah, hari Sabtu tanggal 3 Mei, sekkolah mengadakan sebuah acara dimana pada hari tersebut jam peajaran ditiadakan. Sehingga waktu penelitian mundur.

Dari faktor tersebt, P memutuskan untuk menggunakan satu *lesson plan* dalam cycle 2. Selain itu, pekerjaan siswa di cycle 1 dirasa cukup baik dan menunjukan adanya peningkatan dari hasil pre-test.

Hari itu, P masuk ke kelas pada jam pertama. Seperti di pertemuan minggu sebelumnya, S setiap pagi membaca Al-Quran sebelum pelajaran. P dan K menunggu S membaca Al-quran. Waktu menunjukkan pukul 7.15. S sudah siap untuk menerima pelajaran. P dan K membuka pelajaran dengan salam.

Sebelum memulai pelajaran, P memberikan evaluasi dari hasil menulis mereka di cycle 1 karena di pertemuan sebelumnya. Pada pertemuan ini, P membahas materi *adjective clause*. P sebelumnya sudah ‘merombak’ cerita yang terdapat pada *lesson plan* sehingga mengandung materi *adjective clause*.

P menjelaskan penggunaan *adjective clause* kepada S dan memberikan sebuah cerita bergambar. S dan P mengidentifikasi gambar serta kosakata yang dipakai dalam teks. Setelah itu, S mengerjakan latihan dimana S melengkapi cerita dengan kosakata yang sesuai.

Banyak pertanyaan dari S yang datang kepada P dan K. beberapa dari mereka masih belum mengerti tentang perbedaan penggunaan *whom* dan *whose*. P, dibantu oleh K, menjelaskan ulang kepada beberapa siswa secara personal. Untungnya, beberapa S yang sudah mengerti ikut membantu teman mereka yang masih bingung.

Tak terasa waktu menunjukan pukul 8.15. Sebagian besar S sudah selesai mengerjakan latihan. Di 15 menit terakhir, P memita S untuk membaca ulang cerita yang telah diberikan dan membahas alur cerita, *setting*, dan tokoh yang terdapat dalam cerita. P bertanya pertanyaan mengenai cerita seperti “What happened to the Dolphin?”, “What did Tim do to save the Dolphin?”, “Where did the story take place?”, dan lain-lain.

Sebelum menutup pertemuan, P menerangkan ulang materi *adjective clause* dan sedikit *dilling*. disertai dengan evaluasi kegiatan pembelajaran hari itu. Waktu telah habis dan pertemuan ditutup dengan salam.

Field note 5 (Jumat, 2 Mei 2014)

Meeting 2 (cycle 2 - 1x30 menit)

P datang 10 menit sebelum pelajaran. Hari itu, P tidak didampingi oleh K. seperti biasanya, pelajaran dimulai setelah jam istirahat pertama. Ketika bel masuk sudah berbunyi, banyak S yang masih di luar kelas. P mencoba mengkondisikan S untuk masuk ke kelas. Beruntungnya, tidak sulit bagi P untuk mengkondisikan kelas tersebut sehingga tidak banyak membuang waktu pelajaran mengingat jam pembelajaran hanya 30 menit.

P membuka pertemuan dengan salam. Hari itu, P membagikan modul berisi cerita *The Selfish Giant* kepada S. seperti biasa, P membahas gambar-gambar yang terdapat cerita serta men-*drilling* beberapa kosakata kepada S seperti *giant*, *autumn*, *castle*, *notice*, *trespasser*, *prosecute*, *blossom*, dan lain-lain.

Setelah itu, P meminta S untuk membaca cerita. Kali ini, S tidak lagi enggan untuk membaca karena P dan S hanya mendiskusikan beberapa gambar awal. Untuk memancing rasa penasaran S, P bertanya

“do you see the notice board on the third picture? Apakah kalian melihat papan peringatannya? What did the giant write?”

“Yes! Trespassers will be prosecuted” jawab S seara serempak.

“But, take a look at the fourth picture. Lihat gambar keempat. Why did the children still play in the giant’s garden? Why? Hayo, kira-kira kenapa ya?”

Siswa nampak penasaran dan saat itu P meminta mereka untuk membaca cerita untuk menjawab rasa penasaran mereka. Tak lupa P juga meminta S untuk mengerjakan latihan dimana S mengidentifikasi karakter, *setting* dan alur cerita.

Waktu pembelajaran tinggal 5 menit. P dan S mendiskusikan cerita dari segi karakteristik tokoh cerita, *setting* cerita dan alur cerita. Berdasarkan jawaban-jawaban S yang cenderung serempak, S dirasa cukup paham dengan cerita yang diberikan. Bel akhir pelajaran berbunyi. P menutup pertemuan dengan doa dan salam.

Field note 6 (Rabu, 7 Mei 2014)

Meeting 3 (cycle 2 – 2x45 menit)

Meeting ketiga di cycle 2 seharusnya dilakukan pada hari Sabtu tanggal 3 Mei 2014. Namun, dikarenakan sekolah mengadakan sebuah kegiatan, semua jam pelajaran pada hari itu ditiadakan sehingga penelitian diundur. Penelitian dilanjutkan pada hari Rabu, 7 Mei 2014 dimana P memiliki waktu lebih (2x45 menit).

P datang 5 menit sebelum pelajaran. Ketika bel masuk berbunyi, seperti biasa, S mengaji terlebih dahulu sebelum pelajaran dimulai. Setelah S selesai mengaji, P membuka pelajaran dengan sapaan *“good morning!”*

Sebelum memulai pelajaran, P bertanya kepada S tentang kesan mereka tentang kegiatan pembelajaran menuis menggunakan gambar berseri. S menjawab dengan jawaban bervariasi.

“lebih gampang nulis ceritanya, miss” salah satu S menjawab.

“iya, miss. vocabulary-nya juga lebih gampang dihafalkan kalau pake gambar” S lain menambahkan jawaban.

Sebagian S lain menyetujui jawaban tersebut. Kesimpulannya, gambar berseri memudahkan siswa dalam menulis dan menghafalkan kosakata.

Tak lama kemudian, P membagikan sebuah modul berisi gambar dan latihan. Gambar berseri kali ini menceritakan tentang *King Arthur*. P meminta siswa mengidentifikasi gambar dan mengerjakan latihan secara mandiri. S tidak mengalami kesulitan yang berarti. Beberapa dari mereka hanya menanyakan kosakata untuk menulis cerita seperti *mencabut*, *menyihir* dan lain-lain.

15 menit sebelum pelajaran usai, P memberikan evaluasi tentang kegiatan pembelajaran dari awal pertemuan dengan P hingga akhir. P meminta siswa untuk menulis kesan dan pesan selama pembelajaran berlangsung. Evaluasi dilanjutkan dengan mengobrol santai dengan S sembari menunggu bel jam pelajaran berbunyi.

Bel pun berbunyi. P menutup pertemuan dengan salam dan doa.

Field note Post-test (Jumat, 9 Mei 2014)

10.00 WIB (1x30menit)

Post-test diadakan pada hari Sabtu, 9 Mei 2014. Pagi itu, P dan K, didampingi oleh GBI datang ke kelas. Hari itu terdapat 2 siswa yang tidak hadir di kelas. Tanpa banyak basa-basi, P membagikan lembar post-test kepada S. Beruntungnya, S terlihat siap menerima pelajaran hari itu sehingga kelas pun berjalan cukup kondusif.

Saat menulis, ada beberapa S yang bertanya kepada P dan K. Mereka bertanya beberapa kosakata. P dan K bersama-sama berusaha untuk tidak memberikan banyak *clue* atau petunjuk pada S mengingat S dituntut untuk menulis secara mandiri. P dan K juga mendapati beberapa S yang mencoba bekerja sama. Kemudian P mendekati S tersebut dan mengingatkan S untuk tidak bekerja sama.

Sebagian S menulis cerita yang pernah mereka tulis di pertemuan sebelumnya, sebagian lain menulis cerita baru. 30 menit berlalu, Bel sekolah hampir berbunyi. P segera meminta S untuk mengumpulkan tulisan mereka. Beberapa ada yang belum menyelesaikan pekerjaan mereka. Bel sudah berbunyi. Beberapa S masih belum

mengumpulkan pekerjaan mereka. Salah satu S berkata, pelajaran selanjutnya akan kosong sehingga mereka masih punya sedikit waktu tambahan untuk menulis. P dan K akhirnya menunggu beberapa S menyelesaikan tulisan.

Tidak lama kemudian, semua S telah mengumpulkan tulisan mereka. P dan K segera berpamitan kepada S dan mengucapkan terima kasih kepada para S. Pertemuan ditutup dengan doa dan salam.

Appendix 2

Interview Transcripts

Interview Transcript 1

Interviewer : Researcher (R)

Interviewee : Mrs. Yani (T)

Day/date : 18th September 2013

Place : Teacher's office

R : "Good morning, miss Yani"

T : "Good morning, how are you?"

R : "I'm fine, miss. How about you?"

T : "I'm fine. So, when will you do the research?"

R : "Maybe next semester, miss, after the thesis proposal is done. Is that okay, miss?"

T : "No problem. Just inform me whenever you are ready. Jadi gimana ini?"

R : "Begini, miss. Saya mau bertanya tentang pembelajaran Bahasa Inggris di SMA Kolombo. Gimana pendapat ibu tentang hal tersebut?"

T : "Ya, menurut saya sudah cukup kondusif ya. Terutama kelas-kelas IPA ya. Kalau untuk kelas IPS, sebenarnya berjalan lancar. Hanya saja terkadang kurang kondusif."

R : "Oo... gitu. Lalu kira-kira masalah yang sering ditemui dalam pembelajran Bahasa Inggris apa, miss?"

T : "Ya kadang anak-anak itu suka malas kalau disuruh mengerjakan tugas. Mereka cenderung akan bersemangat kalau ada *reward*nya, mbak. Misal saya kasih tugas mereka. Nanti yang paling cepat kumpul duluan nanti dapat nilai tambahan. Atau biasanya nanti kalau yang aktif di kelas nanti juga dapat nilai plus di absen, mbak. Kalau gak begitu mereka gak bersemangat."

R : "Oo... gitu. Oh iya, miss, kalau untuk proses belajar *writing*, kendala-kendala apa yang biasanya ditemui siswa?"

T : "Untuk *writing* siswa cenderung malas menulis ya mbak. Ya itu tadi, kurang motivasi. Mereka juga sering kurang ide. Ada saja yang ngeluh kalau disuruh

menulis mbak. Yang gak tau mau nulis apa lah, yang gak tau kosakata lah, yang gak tau gimana nulisnya. Gitu..”

R : “Kalau untuk *tenses*, siswa masih bingung penggunaannya gak, miss?”

T : “Untuk *tenses*, sebenarnya mereka sebagian besar sudah paham ya mbak. Ketika teksnya apa, *tenses*nya apa. Tapi ketika mereka menulis, kadang *error*, mbak. Jadi mungkin perlu latihan lagi, lagi. Tapi kalau disuruh latihan ya itu, males anak-anaknya, hahahaha”

R : “Berarti masalah intinya ada pada motivasi, ide dan kosakata ya, miss?”

T : “Iya. Bisa dibilang begitu ya mbak. Sama paling ini ya, hal-hal sepele kayak penggunaan verb, tanda baca, itu siswa kadang masih kurang teliti.”

R : “Oo... gitu. Jadi begini, miss. Saya rencananya mau menggunakan media gambar untuk meningkatkan kemampuan menulis mereka. Menurut miss Yani gimana?”

T : “Boleh, boleh mbak. Gambar kaya apa?”

R : “Picture series, miss. Jadi nanti gambarnya menceritakan kejadian demi kejadian.”

T : “Oh ya, boleh boleh. Nanti dari gambar itu kalau bisa ditambah latihan kosakata ya mbak. Kan dari gambar-gambar itu siswa biasanya lebih mudah ingat.”

R : “okay, miss. Thank you very much, miss Yani.”

T : “Jadi mulai penelitiannya kira-kira semester depan ya?”

R : “Iya, miss. Gimana?”

T : “Ya sudah, gak papa. Karena semester ini kan anak-anak sudah hampir ujian semester. Kalau semester depan, bisa lah.”

R : “Okay, miss. Terima kasih banget, miss Yani. Nggih sampun, saya pamit, miss.”

T : “Ya ya, mbak. Nanti kabarin saya ya kalau mau penelitian.”

R : “Siap, miss. Pareng, miss.”

T : “Ya, hati-hati.”

Interview Transcript 2

Interviewer : Researcher (R)

Interviewee : Nur Arzela Valentine (S)

Day/date : 18th September 2013

R: "Halo"

S: "Halo"

R: "Em... Namanya?"

S: "Namanya Arzela"

R: "Arzela. Arzela, em... menurutmu gimana pembelajaran *writing* atau menulis itu gimana menurutmu?"

S: "Em... kalo *writing* sih menurut aku gampang. Tapi yang paling susah itu adalah itu, apa namanya pengolahan hurufnya. Takutnya kalo misalnya salah huruf pasti kan salah arti juga. Nah mungkin susahnya disitu. Sama kaya misalnya polanya juga. Niasanya kalo bahasa Indonesia kan SPOK, gitu. Tapi ada juga orang yang menulis dalam bahasa Inggris itu gak sesuai polanya (terbola-balik)"

R: "Ooh... oke. Trus biasanya kalo belajar *writing* itu pake media gak? Media yang biasanya buat belajar *writing* itu apa?"

S: "Plaing media teks. Sering baca teks. Trus sering liat orang ngomong. Kalo orang ngomong biasanya kita juga tulis."

R: "Oke, trus yang digunakan sama guru kalo pas belajar menulis itu apa?"

S: "Ya.. paling dikasih soal. Trus dikasih gambar biasanya suruh nulis deskriptif."

R: "Oke, trus menurutmu media teks sama soal itu sudah cukup membantu pembelajaran menullis belum?"

S: "Menurut saya sudah cukup membantu, sih."

R: "Oo... ya. Trus, guru biasanya member evaluasi gak, atau feedback misalnya tulisan kalian kaya gini tulisan kaya gini"

S: “Kalau disini enggak ya. Selama saya belajar disini gak pernah kaya gitu. Paling disuruh dikumpulin terus udah.”

R: “Ooo.. Trus biasanya Tanya sama gurunya gak kalau menemui kesulitan dalam menulis?”

S: “Suka. Kadang suka nanyain gurunya. Missal tulisan kata ini tulisannya kayak gimana, gitu.”

R: “Oo.. ya udah gitu aja. Makasih ya, Arzel.”

S: “Ya, sama-sama kak.”

Interview Transcript 3

Interviewer : Researcher (R)

Interviewee : Oktafia (S)

Day/date : 18th September 2013

R: “Halo. Namanya siapa?”

S: “Oktafia.”

R: “Oke, Oktafia. Menurutmu gimana pembelajaran *writing* di kelas?”

S: “Ya, biasa, mbak. Ya disuruh nulis aja gitu, kayak narrative. Trus nanti dikirim lewat email.”

R: “Oh... lewat email. Medianya apa dong yang buat *writing*?”

S: “Biasanya pake buku. Buku paket, gitu. Trus, LKS. Kadang pake kertas.”

R: “Kertas? Ooo.. jadi langsung nulis?”

S: “he eh.”

R: “Trus kesulitan apa yang kamu rasain pas menulis dalam bahasa Inggris?”

S: “Kalo kesulitan sih biasanya di kosakata. Verb-nya juga gitu, sering bingung.”

R: “Oh... kosakata ya? Oke. Terus menurutmu buku sama LKS udah cukup membantu belum dalam menulis?”

S: “Kalo buku sekolah itu aja kayaknya belum. Masih ada banyak yang di luar mungkin, bukunya sendiri gitu.”

R: “O.. gitu. Jadi bukunya belum cukup membantu ya?”

S: “Ya”

R: “Trus, kamu Tanya gak sama guru kalau misalnya kamu bingung gitu?”

S: “Tanya.”

R: “O... trus biasanya Miss Yani kasih evaluasi gak? Kasih feedback gak?”

S: “Kadang, biasanya dikasih.”

R : “Oke. Makasih ya Oktafia.”

S: “Ya sama-sama”

Interview Transcript 4

Interviewer : Researcher (R)

Interviewee : Mrs. Yani (T)

Day/date : 26th April 2014

Place : Teacher's office

R : “Good afternoon, miss Yani”

T : “Good afternoon.”

R : “Miss, saya mau interview lagi sebentar.”

T : “Okay.”

R : “Miss, gimana tanggapan miss Yani dengan pembelajaran menulis menggunakan gambar kemarin?”

T : “Ya, lumayan, mbak. Murid-murid juga kelihatan enjoy di kelas. Mungkin karena ada gambar mungkin ya mbak”

R : “Hehehe. Iya mungkin miss. Ada masukan mungkin miss? Kurang apa, atau tambahkan apa gitu.”

T : “Dibanyakin latihan kosakata itu ya mbak, vocabulary. Karena vocabulary mereka kan kurang. Kayak kemarin naratif itu kan pake verb dua kan, jangankan verb dua mbak, verb satunya apa aja kadang mereka gak tau. Jadi mungkin ya itu, tambah latihan vocabulary-nya. Apalagi kalau pake gambar kan mereka jadi lebih mudah karena oooh ini ada gambarnya. Over all sudah bagus sih, mbak.”

R : “Oo... gitu. Siap miss. Berarti di vocabulary ya miss.”

T : “Ya. (Mengangguk)”

R : “Baik, miss. Thank you very much miss Yani.”

T : “You’re welcome.”

Interview Transcript 5

Interviewer : Researcher (R)

Interviewee : Nur Arzela Valentine (S)

Day/date : 26th April 2014

R: “Halo”

S: “Halo”

R: “Arzela, ya?”

S: “Iya.”

R: “Oke. Arzel, gimana komentar kamu tentang pembelajaran teks naratif kemarin? *Mudeng*, nggak?”

S: “Mudeng sih, mbak. Kan sebelumnya pernah belajar naratif jadi ndak susah. Cuma kadang masih bingung kosakatanya. Sama bingung nulis kalimatnya.”

R: “O gitu. Berarti masih kesulitan di kosakata sama menyusun kalimat ya?”

S: “Iya”

R: “Ya, ya. Trus kemarin kan kita beajarnya pake gambar. Menurutmu membantu nggak?”

S: “Membantu kok, soalnya kita jadi nggak bingung mau nulis apa.”

R: “Oke. Tapi kemarin waktu menulis pake gambar kesulitan apa yang kamu temui?”

S: “Ya paling kosakata tadi. Sama nyusun katanya.”

R: “Oh ya, yang tadi itu ya. Tapi dengan penggunaan gambar itu, penulisan kamu jadi lebih baik nggak dari sebelumnya?”

S: “Iya. Kan ada gambarnya. Jadi gampang nulis ceritanya.”

R: “Oke. Jadi intinya, menulis menggunakan gambar ini menarik nggak?”

S: “Ya...menarik sih.”

R: “Oke sip. Makasih ya”

S: “Iya, hehehe”

Interview Transcript 6

Interviewer : Researcher (R)

Interviewee : Oktafia (S)

Day/date : 26th April 2014

R: “Halo, Oktafia. Mau tanya-tanya lagi boleh ya?”

S: “Ya.”

R: “Sip. Oktafia, kamu *mudeng* nggak sama pelajaran naratif kemarin?”

S: “*Mudeng*, mbak.”

R: “Hehehe. Syukurlah. Tapi menemui kesulitan nggak selama pelajaran? ”

S: “Iya, mbak. Kesulitannya ya kata-katanya itu, mbak. Kadang nggak tau Bahasa Inggrisnya.”

R: “O.. kosakata ya?”

S: “Nah iya. Sama kadang gak tau *verb* duanya apa.”

R: “*Verb* dua? O.. bentuk lampau dari kata kerja?”

S: “Iya.”

R: “Ada lagi?”

S: “Mmm... sama nyusun kata-katanya, mbak. Susah e.”

R: “O... oke deh. Nah, kemarin kan belajar naratif pake gambar, itu memudahkan kamu untuk menulis nggak?”

S: “Memudahkan.”

R: “Memudahkannya gimana?”

S: “Ya... jadi nggak bingung lagi mau nulis apa. Sama kan ada kata-kata setelah gambar itu juga membantu buat nulis.”

R: “Nggak bingung karena ada gambarnya ya?”

S: “He eh.”

R : “Oke. Jadi kesimpulannya, kamu merasa kalau penulisan kamu lebih baik nggak dengan adanya gambar?”

S: “He eh. (Mengangguk)”

R: “Terus menurutmu menulis dengan bantuan gambar kayak kemarin sama tadi itu menarik nggak?”

S: “Lumayan.”

R: “Hehehe. Sip lah. Makasih ya, dek.”

S : “Iya, mbak.”

Interview Transcript 7

Interviewer : Researcher (R)

Interviewee : Mrs. Yani (T)

Day/date : 3rd May 2014

Place : Teacher's office

R : "Good afternoon, miss."

T : "Ya."

R : "Miss, mohon maaf mengganggu lagi, mau interview lagi sebentar miss."

T : "Ya, mbak. Silahkan"

R : "Miss, Alhamdulillah hari ini saya terakhir mengajar. Menurut miss Yani keseluruhannya gimana, miss?"

T : "Ya, ya. Semua lancar ya mbak. Ya... yang penting materi tersampaikan. Anak-anak juga mau menulis. Karena biasanya mereka kan agak susah ya mbak kalau disuruh nulis."

R : "Iya miss. Mungkin miss Yani ada kritik atau saran miss?"

T : "Ya... sejauh ini lancar sih ya mbak. Paling ya masalah vocabulary itu memang agak susah. Anak-anak itu butuh latihan dulu atau ngerjain soal dulu. coba kalau mereka langsung disuruh nulis, bingung pasti mbak."

R : "Hehehe, iya miss. Tapi menurut miss Yani, kemampuan anak-anak dalam menulis ada peningkatan nggak miss?"

T : "Ada pastinya ya mbak. walaupun sedikit-sedikit, tapi anak-anak paling nggak udah lebih aware sama penggunaan verb dua itu. Mereka juga otomatis nambah vocabulary-nya mbak karena vocab itu mereka pakai pas menulis itu kan."

R : "Baik, miss. Terima kasih atas bimbingannya miss. Thank you very much miss Yani. Pamit, miss."

T : "You're welcome. Hati-hati ya."

Interview Transcript 8

Interviewer : Researcher (R)

Interviewee : Nur Arzela (S)

Day/date : 3rd May 2014

R: “Halo, Arzel”

S: “Halo”

R: “Oke, setelah mengikuti pembelajaran menulis menggunakan gambar atau picture series, gimana pendapatmu?”

S: “Picture-nya itu mungkin membantu banget buat nulis. Karena kan kalo misalnya ada gambar kita bisa *nentuin* inspirasi kita mau nulis kayak gimana. Kita tahu jalan ceritanya, kita tahu *endingnya*, bisa dibuat *happy ending* bisa dibuat *sad ending*. ”

R: “Oke. Terus, mmm, menurutmu *picture-series* ini *ngebantu*, kamu untuk ketika menulis tulisan yang lain, *gak*?

S: “Membantu. Karena, kan, dari *picture* itu kita bisa melihat oooh... nanti bakalan nulis ini, nulis itu. Ada beberapa orang yang menganggap *picture-series* itu membantu. Ada juga beberapa yang sudah fasih berbahasa Inggris jadi tanpa *picture* pun dia *ngerti*. “

R: “Terus kira-kira, peningkatan apa yang kamu rasakan setelah belajar menulis menggunakan gambar?”

S: “Mm... lebih tau banyak vocabulary, jadi tau gimana bikin kalimat pasif sama lebih banyak tau *verb* duanya soalnya kan sering nulis sama ngerjain soal, mbak.”

R: “Hehehehe. Sip. Oh ya, menurutmu secara keseluruhan nih ya, media gambar ini asik nggak buat belajar menulis?”

S: “Asik-asik aja sih, mbak. Soalnya kan ngemudahi kita juga gambarnya.”

R : “Oke. Ya sudah. Terima kasih ya, Arzel.”

S: “Ya, sama-sama, mbak.”

Interview Transcript 9

Interviewer : Researcher (R)

Interviewee : Oktafia (S)

Day/date : 3rd May 2014

R: "Halo."

S: "Halo."

R: "Apa kabar?"

S: "Baik."

R: "Oktafia, ya?"

S: "Ya."

R: "Oke. Kemarin *kan* sudah belajar tentang menulis pakai gambar. Menurutmu gimana?"

S: "Menurutku kalau menulis pake gambar bisa lebih gampang. Jadi bisa lebih ngerti alur-alurnya dan bisa *ngemudahin* gimana nulisnya."

R: "Oke, tapi kamu merasa ada peningkatan dalam menulis nggak waktu belajar menulis menggunakan gambar?"

S: "Ya ada."

R: "Dalam hal apa?"

S: "Ya dalam penulisan itu. Jadi tau apa yang mau ditulis. Sama kata-kata yang harus dipake pas nulis juga lebih tau. Kan kata-katanya ada di gambar, jadi gak bingung."

R: "Udah, itu aja?"

S: "He eh."

R: "Ooo... terus penggunaan gambar itu bisa diterapkan ketika kamu nulis lagi ndak?"

S: "Bisa."

R: “Asik gak sih, menulis pake gambar?”

S: “Asik mbak.”

R: “Terus, apa yang kamu harapkan di pembelajaran menulis berikutnya?”

S: “Ya... kalau bisa *sih* ada gambarnya.”

R: “Hehehe... kenapa?”

S: “Ya... lebih mudah aja.”

R: “Oke. Makasih ya, Oktafia.”

“S: “Sama-sama.”

Appendix 3

Observation

Checklist

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the Collaborator

No .	Observation Items	Meeting					
		1	2	3	4	5	6
1	OPENING:						
	The researcher encourages the students to the text type.	✓	✓	-	✓	✓	-
2.	MAIN:						
	The researcher explains the generic structure of the text.	✓	✓	-	✓	✓	-
	The researcher explains the language feature of the text type.	✓	✓	-	✓	✓	-
	The researcher gives an example of a text.	✓	✓	-	✓	✓	-
	The students do the task(s) given by the researcher.	✓	✓	✓	✓	✓	✓
	The students write a text independently.	✓	-	✓	✓	-	✓
3.	CLOSING:						
	The researcher gives evaluation of the meeting.	✓	✓	✓	✓	✓	✓
	The researcher gives feedback of the text made by the students.	✓	-	✓	✓	✓	✓
4.	CLASS SITUATION:						
	The students involve actively during the teaching and learning process.	✓	✓	✓	✓	✓	✓
	The researcher maintains time allocation.	✓	✓	✓	✓	✓	✓
	The students participate actively in each activity.	✓	✓	✓	✓	✓	✓
	The researcher uses the media.	✓	✓	✓	✓	✓	✓
	The students are enthusiastic in the teaching and learning process.	✓	✓	✓	✓	✓	✓
	The students understand the materials.	✓	✓	✓	✓	✓	✓

Appendix 4

Pre-test and Post-test

Name :

No. :

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

.....

Orientation:

Complication:

Resolution:

Name :

No :

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Orientation:

Complication:

Resolution:

Appendix 5

Course Grid

and

Lesson Plans

COURSE GRID

School : SMA Colombo

Grade : XI (eleven)

Subject : English

Semester : 2 (two)

Skill : Writing

Standard of Competence : 12. To express meaning in short functional written texts and simple essays in the form of narrative, spoof and hortatory exposition in daily life contexts

Meeting	Basic Competency	Materials	Activities	Indicators	Assessment			Time	Sources
					Technique	Instruments	Sample		
Meeting 1	12.2 To express meaning in simple short essays accurately, fluently, and appropriately in the form of narrative, spoof and hortatory exposition	1. Narrative texts, exercises and series of pictures. 2. The tense used in narrative texts; <i>Simple past tense</i> 3. Vocabulary • Verbs; began,	1. Students answer questions based on a narrative text. 2. Students recognize the tenses commonly used in narrative texts (simple past tense) by	1. Students are able to find information in the text. 2. Students are able to apply simple past tense in a narrative text. 3. Students are able to identify the text organization of	Written test	1. Completion	1. <i>What are the main characters of the story? What happened first?</i>	2 x 45 mins.	1. Relevant books 2. Internet 3. Series of pictures
					Written test	2. Jumbled Sentences	2. <i>A new summer holiday has just started and Elsa, a 10 year old</i>		

			<p>arrange the sentences correctly and develop the sentences into some paragraphs based on the series of pictures.</p>	<p>4. Students are able to build a narrative text by arranging the sentences correctly and developing the sentences into some paragraphs based on the series of pictures.</p>	test	<p>3. Jumbled sentences</p> <p>4. Narrative writing</p>	<p><i>he <u>liked</u> to <u>swim</u> on a <u>sea</u> near his house with his <u>best friend</u>, the <u>Dolphin</u>.</i></p> <p>3. <i>When/ Arthur/ young/ he/ not know/ he/ prince. (When Arthur was young, he did not know he was a prince)</i></p> <p>4. <i>Plan Arthur story. Match the paragraph and the topic below and</i></p>		
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LESSON PLAN 1

School : SMA Colombo
Class : XI (Eleven)
Semester : 2
Lesson : English
Skill : Writing
Time Allocation : 2 x 45 minutes

A. Standard of Competence

Writing

12. To express meaning in short functional written texts and simple essays in the form of narrative, spoof and hortatory exposition in daily life contexts

B. Basic Competency

Writing

- 12.2 To express meaning in simple short essays accurately, fluently, and appropriately in the form narrative, spoof and hortatory exposition

C. Learning Objective

By the end of this lesson, the students are expected to be able to write narrative texts correctly and appropriately.

D. Indicators

- 1) Students find the information in narrative texts.
- 2) Students apply the tense used in a narrative text correctly.
- 3) Students arrange narrative texts in correct organization.
- 4) Students construct or write narrative texts appropriately.

E. Teaching Method

Genre-Based Approach

F. Teaching Activities

1. Pendahuluan (10 menit)

- a. T greets dan asks ss' condition.
- b. Ss pray.
- c. T checks ss' presence.
- d. Ss listen T's explanation about what they are going to learn.
- e. Ss and T discuss about the purpose of the learning process and materials.

2. Inti (60 menit)*Building Knowledge of the Context*

- a. T asks about some famous stories (Folktales or fairytales) like Malin Kndang, Bawang Merah Bawang Putih, Cinderella, Beauty and The Beast and so on.
- b. The T asks:
 1. What do you know about the story?
 2. Who are the main characters of the story?
 3. What is the most interesting part of the story?
 4. How is the end of the story?
- c. Ss are given the explanation about past simple tense

Modelling of the Text

- a. T and ss discuss the first example of narrative text.
- b. Ss' vocabulary is built up.
- c. Ss learn about the social functions and the tenses in narrative text.
- d. Ss identify the text organization in the text.

Joint Construction of the Text

- a. Ss are given some series of pictures.
- b. Ss find some thing on the pictures.
- c. Ss find the difficult vocabularies in the text.
- d. Ss arrange the jumbled paragraph into a good order based on the pictures.

Independent Construction of the Text

- a. Ss do the exercise (with pictures) and make a simple narrative text with some clues.

3. Penutup (10 menit)

- a. T make conclusion about the learning process.
- b. T gives feedback and evaluates students' works.
- c. T leads the pray.
- d. T closes the teaching and learning process.

G. Materials**Narrative Texts**

Text organization:

1. Orientation: Introducing the characters of the story, the time, and the place the story happened (who/what, when, and where).

2. Complication: A series of events in which the main character attempts to solve the problem.
3. Resolution: The ending of the story containing the solving problem.

Purpose: to amuse or to entertain the readers.



Social function: Narrative deals with problematic events which lead to a crisis or turning point of some kind (climax), which in turn finds a resolution.

1. Take a look at the pictures and read the following story.

HERACLES

	<p>Once upon a time, there was a village named Eureka. The village was led by a king. His name was Euryatheus. One day, a big and scary monster, Hydra, came to the village and destroyed anything there. Seeing this, Euryatheus asked a strong boy from the village to kill the Hydra. His name is Heracles.</p>
	<p>Heracles and his friend Lolau went to a cave to hunt Hydra. When they reached the cave where Hydra lived, they saw that the monster was a creature which was looked like a large crocodile.</p>
	<p>Heracles surprised the Hydra and chopped off its head with a mighty swing of his sword.</p>


 A cartoon illustration of Heracles, a muscular man with a lion's head, wearing a loincloth and sandals. He is holding a large sword and is in the process of chopping off the head of a green, four-legged Hydra. A bright red starburst effect indicates the point of impact. The background is a solid yellow color.	
 A cartoon illustration of the Hydra with two heads. The heads are green with yellow eyes and sharp teeth. Heracles is shown from the chest up, looking surprised or concerned, with his hands near his face. The background is a solid blue color.	<p>However, Hydra did not die. It grew two heads to replace the one that was lost instead!</p>
 A cartoon illustration of the Hydra with three heads. Heracles is shown from the waist up, holding his sword and looking at the Hydra. The Hydra is green with yellow eyes and sharp teeth. The background is a solid pink color.	<p>Heracles kept on chopping off the Hydra's heads. But for every one it was chopped off, two more heads grew in its place. Soon the Hydra had a lot more heads than it started out with.</p>
 A cartoon illustration of Heracles chopping off the head of the Hydra. The Hydra is green with yellow eyes and sharp teeth. A bright red starburst effect indicates the point of impact. The background is a solid yellow color.	<p>Heracles had an idea. He knew how to stop the heads growing back. Each time he sliced off a head...</p>

	<p>... his friend Lolaus used a torch to burn the Hydra's neck so that the head would not grow back.</p>
	<p>Finally, the Hydra was left without any heads and it was a simple task for Heracles to kill it.</p>

Adapted from <http://www.primaryresources.co.uk/online/heracles2.swf>

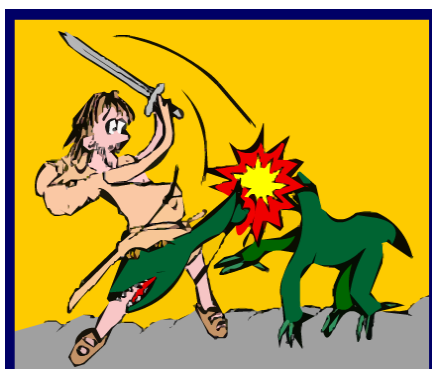
Answer the following questions in complete sentences.

1. What are the main characters of the story?
2. What happened first?
3. What happened then?
4. What happened at the end?
5. What is the function of the text above?

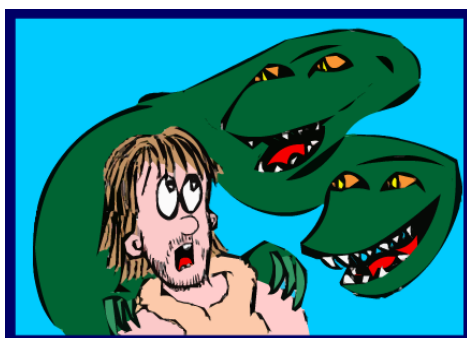
	<p>Once upon a time, there was a village named Eureka. The village was led by a king. His name was Euryatheus. One day, a big and scary monster, Hydra, came to the village and destroyed anything there. Seeing this, Euryatheus asked a strong boy from the village to kill the Hydra. His name is Heracles.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Orientation</p>
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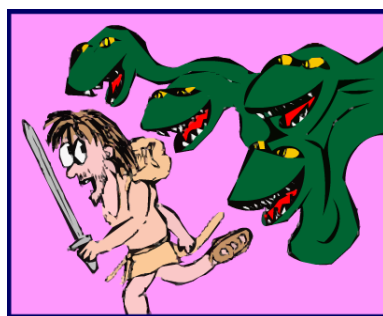
Heracles and his friend Lolaus went to a cave to hunt Hydra. When they reached the cave where Hydra lived, they saw that the monster was a creature which was looked like a large crocodile.



Heracles surprised the Hydra and chopped off its head with a mighty swing of his sword.


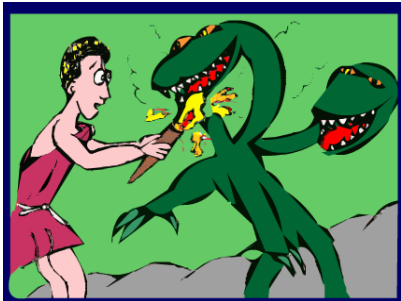



However, Hydra did not die. It grew two heads to replace the one that was lost instead!



Heracles kept on chopping off the Hydra's heads. But for every one it was chopped off, two more heads grew in its place. Soon the Hydra had a lot more heads than it started out with.

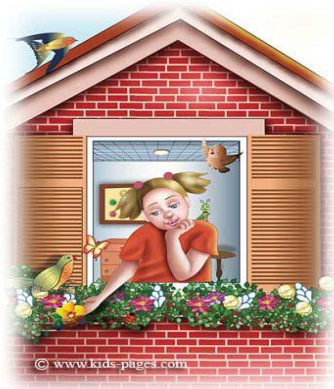
Complication

	<p>Heracles had an idea. He knew how to stop the heads growing back. Each time he sliced off a head...</p>	<h1>Resolution</h1>
	<p>... his friend Lolaus used a torch to burn the Hydra's neck so that the head would not grow back.</p>	
	<p>Finally, the Hydra was left without any heads and it was a simple task for Heracles to kill it.</p>	

Adpted from: <http://www.primaryresources.co.uk/online/heracles2.swf>

2. Take a look at these pictures and do the tasks.

1.



2.



3.



4.



5.



6.



7.



a) Can you find these thing in the pictures?

train	cave
four children	drawings and figures on wall
forest	bear

b) Arrange the jumbled paragraphs below into a god order based on the pictures above.

One hour later, the train was heading for her grandmother's house. The travel by train was always nice for Elsa because she loved to gaze through the window to see the beauty of the landscape.

"Let's go inside and explore the cave," she suggested instead.

"Great," the others smiled.

At the first step into the cave, the darkness grew deeper. Elsa felt her courage melting bit by bit.

"Does anyone have a flash lamp?" she whispered.

"Yes, here it is," and Alex turned on his flash lamp.

That moment Elsa saw strange drawings and figures on the wall, showing the hunting of some bears.

"That's pretty creepy," she said.

"Come on, don't be so chicken-hearted," Daniel laughed. "There's nothing to be afraid of."

"Wow, your advice saved our life," Alex breathed again.

Elsa helped Alex to walk out of the cave and they were soon away from any danger. Alex received the right treatment to his ankle while Elsa searched for Clara and for Daniel, but couldn't find them anywhere.

Later, Alex came to her house to express all his gratitude.

"I really don't know what I would have done without your help. Everyone thought you were the chicken-hearted, but they, actually proved out to be the real cowards. You stood there for me when everyone else left me. I can't thank you enough. You proved out to be my real friend by what you did."

"I did just what my heart told me to do. You are my friend, how could I leave you in a bad moment like that? When I saw you in danger, I felt a strange power inside me. My fear was gone."

"A friend in need is a friend indeed," Alex smiled.

That was an experience Elsa would not forget easily. She learned about the real value of friendship.

Time flew and there she was, right in front of her grandmother's house.

After long hugs and a lot of talking about school, she went into the forest with her friends, Alex, Daniel and Clara.

"We all missed you so much, Elsa. It's so good to have you back with us again," Daniel said.

"Come, we have a surprise for you, Elsa. We want to show you our newest

discovery.” said Clara.
 “That sounds good. Let’s go, guys.”

Right that moment, a loud roaring was heard just behind them. When they turned around, a huge bear was standing at the mouth of the cave. The children were all surprised and frightened.

“Let’s run quickly, come this way, I know another exit from the cave,” Daniel cried.
 “Follow me!” They all started running, but Alex fell and sprained his ankle.

“Friends, help me, please,” he shouted, but, Daniel and Clara were already gone and, though they heard Alex, kept running.
 Elsa saw the danger her friend was in and turned back to help him raise and walk, but he could hardly move. She seemed to forget about her fear.

“Look, there are some matches and a sheet of paper in my pocket, burn it and make a fire,” Alex suggested. “It will scare the bear off.”

“We don’t have time to make the fire, the bear is too close already. Let’s play the dead. It will not hurt us this way.”

They both did so, and when the bear got closer to them, it smelled them for some moments and then made its way into the depth of the cave.

They started walking and went deep into the forest, until they reached a point where the darkness wrapped up everything. It seemed pretty scary, but thrilling, at the same time. They were down into some valley, where they could not hear anything.

“It’s a cave! Wow!” Elsa was surprised.

“We knew you would love it. This is our new shelter now. We have come here a couple of times.”

“Is it safe in there?” Elsa had a bad feeling.

“It’s ok. Come and see,” Alex said.

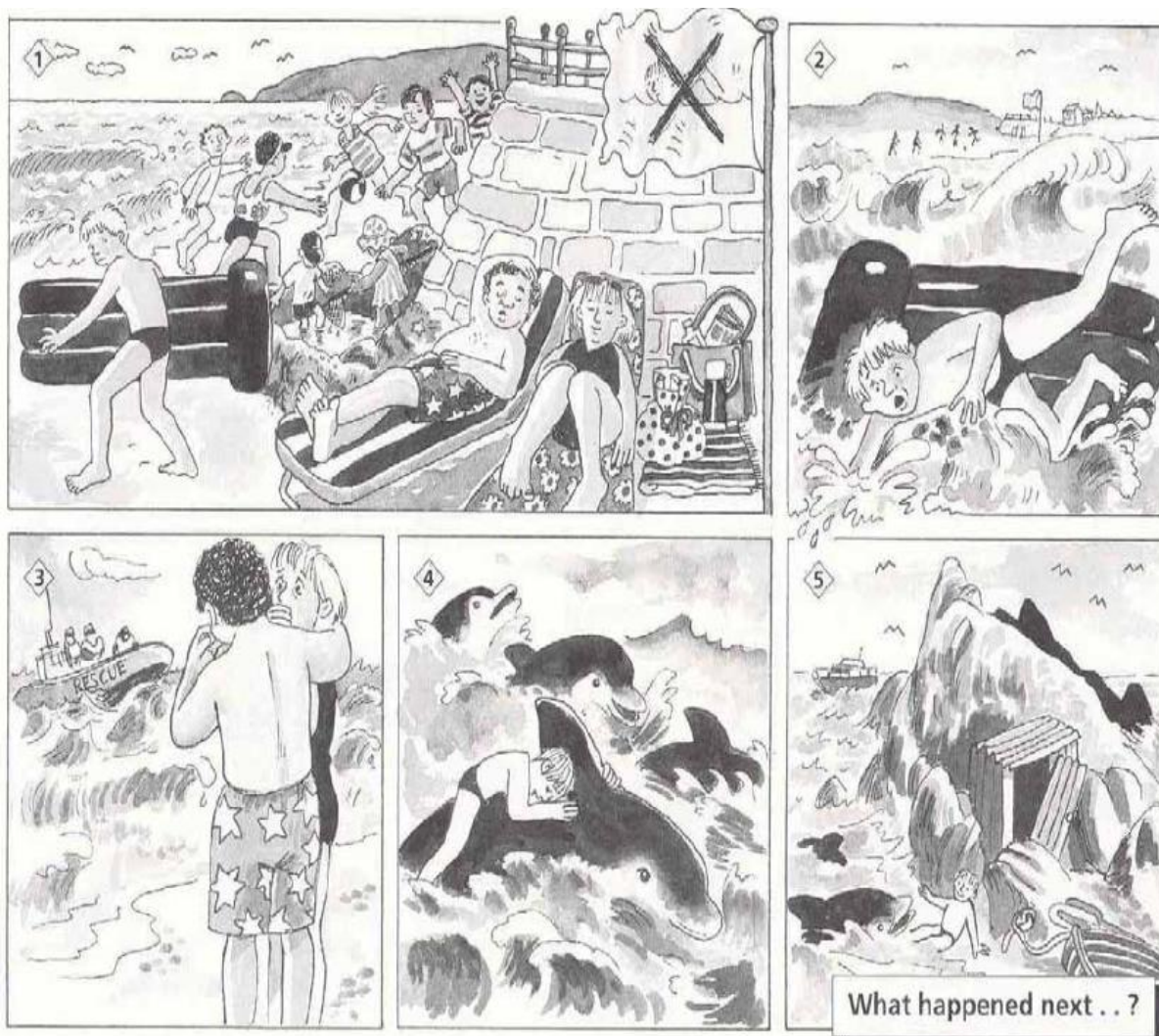
A new summer holiday has just started and Elsa, a 10 year old girl, was wondering what she would do in the holiday.

“Elsa, have you finished packing? You’ll be late again and I don’t think you want to miss the train,” her mother’s voice sounded suddenly from the kitchen, bringing her back to reality.

“Yes, mom, I’m ready to go.”

“Ok, sweetheart, let’s go then. We must hurry.”

3. Take a look at the pictures below and do the tasks.



A) Find these things in the pictures.

- | | | | | | | |
|------------|-------------|--------------|------------|-----------|------------|----------|
| 1. air bed | 2. lifeboat | 3. flag | 4. dolphin | 5. island | 6. fishing | 7. rocks |
| | | | | | boat | |
| 8. waves | 9. rowing | 10. rescuers | | | | |
| | boat | | | | | |

B) Find the simple past form of the words below in the puzzle.

- | | |
|---------|-----------|
| 1. play | 5. sleep |
| 2. come | 6. fall |
| 3. swim | 7. search |
| 4. save | 8. put |

H	U	P	T	S	S	B	V	K	P
P	L	A	Y	E	D	A	W	L	U
S	P	L	G	A	S	L	E	P	T
W	R	T	N	R	H	E	O	L	K
A	K	Y	C	C	G	F	E	L	L
M	F	U	A	H	T	J	L	E	S
B	H	T	M	E	I	Y	O	W	S
S	A	V	E	D	A	B	T	R	P

- C) Develop the sentences below into paragraphs. Each sentence tells about the picture. After that, try to make the ending of the story.

DOLPHIN RESCUE

One day, Daniel and his family had a holiday in a beach.

Suddenly, big waves came.

Daniel's parents were afraid because they could not find Daniel.

Apparently, Daniel was rescued by a dolphin.

The dolphin then put Daniel in a rocky land.

Finally,

H. Source

Stephens, Mary. (1997). *Pictures for Writing: Book 1*. Turkey: Addison Wesley Longman Limited.

Sudarwati, Th. M., Grace, Eudia. (2007). *Look Ahead 3: An English Course for Senior High School Students Year XII*. Erlangga.

<http://www.primaryresources.co.uk/online/heracles2.swf>

http://www.kids-pages.com/folders/stories/A_True_Friend.htm

I. Scoring Rubric

Scoring rubric for writing based on Brown (2004: 244)

	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable-not work	college-level
Organization (introduction , body, and conclusion)	Effective title, introductory (that leads to body) and conclusion; stating thesis statement and the topic sentence in each paragraph; providing suitable evidence; using transactional expressions	Adequate title, introduction an and conclusion; producing acceptable body although some evidence may be lacking; some ideas and transitional expressions may not be fully developed; providing logical sequence	Scant introduction or conclusion; not presenting ideas orderly in the body; lack of supporting evidence; weak conclusion; problems in organization	Problems in introduction (less recognizable); having some problems in ordering ideas and organization; inadequate evidence; weak conclusion;	No introduction and conclusion; not organized body; lack of evidence; minimally recognizable organization
Logical development ideas (content)	Complete essay; fully developed ideas; no unrelated materials	Adequate essay but missing some points; not fully developed ideas; existence of unrelated materials	Not fully developed essay (the ideas may be missing); not well-organized paragraph;	Not well-organized essay; incomplete ideas	Completely inadequate essay; lack of ideas
Grammar	Using native-like grammar fluently; presenting correct clause,	Using advanced grammar; few grammar mistakes (that somewhat do not influence	Having some grammar mistakes that may bring a negative effect on communication although the ideas are	Many serious grammar problems; needing grammar review; difficulties in reading sentences	Numerous grammar problems that greatly interfere the message;

	articles, prepositions, modals, verbs and tenses; no fragments	communication) ; no fragments	presented properly; existence of some fragments		difficulties (for readers) to understand the meaning of the writing; disorganized sentence structure
Punctuations , spelling and mechanics	Correctly using English writing conventions like margins, capital letters, paragraphs intended, punctuation and spelling; very neat	Some problems in punctuations and mechanics; some errors in spelling	Having some errors in writing conventions; problems in spelling that may distract the reader; some errors in punctuation	Serious problems with the format of paper; illegible parts of essay; punctuation errors (sentence and final punctuation); unacceptable for some readers	Illegible paper, severe spelling problems; no apparent effort for English writing; no margins
Style and quality of expression	Using advanced vocabulary; the use of parallel structure; good register; concise	Efforts in using various vocabulary; appropriate register; not wordy; fairly brief style	Misusing vocabulary; low register awareness; using too many unnecessary words	Having some problems in vocabulary; lack of variety in expressing ideas; using monotonous structure	Using inappropriate vocabulary; no sentence variety

Maximum score = 20 x 5(aspects)=100

LESSON PLAN 2

School : SMA Colombo
Class : XI (Eleven)
Semester : 2
Lesson : English
Skill : Writing
Time Allocation : 2 x 45 minutes

A. Standard of Competence

Writing

12. To express meaning in short functional written texts and simple essays in the form of narrative, spoof and hortatory exposition in daily life contexts

B. Basic Competency

Writing

- 12.2 To express meaning in simple short essays accurately, fluently, and appropriately in the form narrative, spoof and hortatory exposition

C. Learning Objective

By the end of this lesson, the students are expected to be able to write narrative texts correctly and appropriately.

D. Indicators

- 1) Students find the information in narrative texts.
- 2) Students arrange narrative texts in correct organization.
- 3) Students apply the tense used in a narrative text correctly.
- 4) Students construct or write narrative texts appropriately.

E. Teaching Method

Genre-Based Approach

F. Teaching Activities

1. **Pendahuluan (10 menit)**
 - a. T greets dan asks ss' condition.
 - b. Ss pray.

- c. T checks ss' presence.
- d. Ss listen T's explanation about what they are going to learn.
- e. Ss and T discuss about the purpose of the learning process and materials.

2. Inti (60 menit)

Building Knowledge of the Context

- a. T reviews about previous discussion about narrative.
- b. T re-explains about features of narrative and simple past tense.

Modelling of the Text

- a. T and ss discuss the first example of narrative text "Josh and the Kite".
- b. Ss answer the questions about the text.

Joint Construction of the Text

- a. Ss rewrite the story of "Josh and the Kite" briefly.
- b. Ss are given a text with jumbled paragraphs and pictures.
- c. Ss arrange the jumbled paragraphs into a good order.

Independent Construction of the Text

- a. Ss are given series of pictures of a story of "Tarzan".
- b. Ss find the information about the pictures by answering questions.
- c. Ss write a simple narrative text "Tarzan" based on the series of pictures given.

3. Penutup (10 menit)

- a. T make conclusion about the learning process.
- b. T gives feedback and evaluates students' works.
- c. T leads the pray.
- d. T closes the teaching and learning process.

G. Materials

Narrative Texts

Text organization:

1. Orientation: Introducing the characters of the story, the time, and the place the story happened (who/what, when, and where).
2. Complication: A series of events in which the main character attempts to solve the problem.
3. Resolution: The ending of the story containing the solving problem.

Purpose: to amuse or to entertain the readers.

Social function: Narrative deals with problematic events which lead to a crisis or turning point of some kind (climax), which in turn finds a resolution.

1. Take a look at pictures below and read the story.

JOSH AND THE KITE



One day, there was a little boy named Josh. Josh was a shy person, so he did not have many friends. However, he had a best friend which was a kite. Josh usually played the kite in a field. That day, Josh felt bored and tried to find another place. He walked around the town and he found a nice place to play the kite.



Josh played in a canyon. He played the kite there. Unfortunately, Josh did not know that the canyon was very dangerous. People were forbidden to enter the area because they might fall from the cliff.



He kept running and running carelessly. Suddenly, Josh slipped and fell into from the cliff.



Josh tried to climb up the cliff. He crawled and fell, crawled and fell. He kept trying to climb the cliff but he failed.



Feeling tired, Josh gave up. He decided to wait for somebody that might pass the cliff. Luckily, he was not alone. He still had his best friend, the kite. Suddenly, Josh got an idea. He saw that the kite had attractive colors and flew high in the sky. Josh hoped that somebody would see his kite and come to him.



Josh was lucky. His kite flew so high and it was successfully seen by his parents.



Finally, Josh's parents rescued him and he could go back home safely. He was so thankful to his kite because it had saved his life.

1. Who was the boy's best friend?
2. Where did Josh play the kite that day?
3. What happened to Josh when he played the kite?
4. What did Josh do to make people help him?
5. Who saved Josh?

Retell the story of "Josh and the Kite" briefly into the box below.

JOSH AND THE KITE

Orientation:

Complication:

Resolution:

2. Arrange the story below based on the pictures and then rewrite the story with your own words.

CINDERELLA



1. Suddenly something amazing happened. As Cinderella was sitting all alone, there was a burst of light and a fairy appeared. "Don't be afraid, Cinderella," said the fairy. "I know you want to go to the ball. Bring me a pumpkin here. I will help you."
2. Cinderella soon realized that it was already midnight. She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran, she lost one of her shoes, but she did not even dare to pick it up! She was afraid that the prince would know the truth.
3. Once upon a time there lived an unhappy young girl. Her mother was dead and her father had married a widow with two daughters. Her stepmother didn't like her one little bit. She had to work hard all day. Only when evening came, she was allowed to sit for a while by the fire, near the cinders. That's why everybody called her Cinderella.



4. Before going to the ball, the step mother asked Cinderella to clean every room in the house and to wash the dishes. All of those tasks had to be done before her step mother and step sisters came home. If the house was not clean enough, Cinderella would get punishment.
5. One day, beautiful new dresses arrived at the house. A ball was held at the palace and the stepsisters were getting ready to go. Cinderella did not even dare ask if she could go too. She knew that her step mother would not allow her to go.
6. On the next day, the minister from the palace where the prince lived came to Cinderella's house. He was asked by the prince to find the owner of the shoe because the prince fell in love with the owner of the shoe wanted to marry her. Then, the minister asked everybody in the house to try the shoe. The step mother and the sisters tried the shoe but the shoe did not fit their feet.



7. Suddenly, the minister saw Cinderella in the kitchen and asked her to try the shoe too. The step mother said "Cinderella, it is impossible." At first, Cinderella refused to try it because she was afraid of her step mother, but as the minister insisted, Cinderella then tried the shoe and it fitted her foot! The minister was so happy because he finally found the girl. Soon, the minister brought Cinderella to the palace.



8. Cinderella had a very good time in the ball. She met the prince and they fell in love each other. They danced and danced until Cinderella forgot that it was almost midnight.



9. Finally, Cinderella got married with Prince. Her step mother and her sisters came to the palace to apologize to Cinderella. She forgave them. They lived happily ever after.



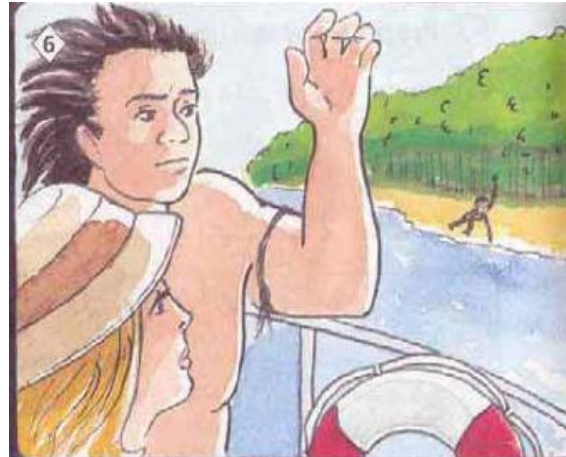
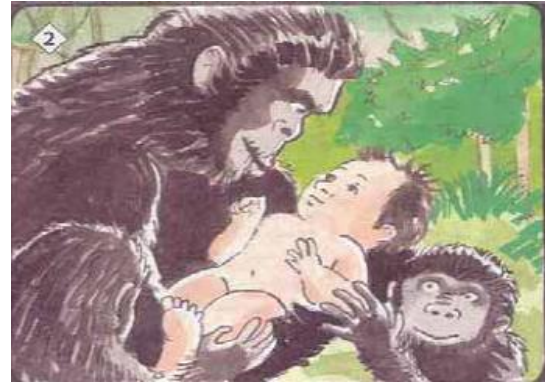
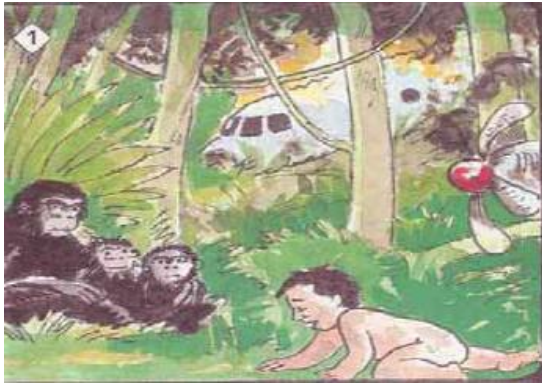
10. With her magic wand, the fairy changed the pumpkin into a luxurious cart. She also changed Cinderella's dress into a beautiful and sparkling gown. Then, the fairy said that Cinderella had to go home before 12 a.m. because her magic spell would be gone after midnight.

Answer the following questions based on the text above.

1. What is the text about?
2. Why was Cinderella sad?
3. What happened to Cinderella after the fairy came?
4. What happened in the ball?
5. Why did Cinderella leave the ball?
6. What can you learn from this story?
7. What is the social function of the text above?

3. Take a look at pictures below and do the tasks.

TARZAN



a) Answer the question below based on the pictures above.

1. What happened to the plane?
2. Who took the baby?

H. Source

Stephens, Mary. (1997). *Pictures for Writing: Book 1*. Turkey: Addison Wesley Longman Limited.

Stephens, Mary. (1997). *Pictures for Writing: Book 2*. Hong Kong: Longman Asia Limited.

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/english/story_telling/cinderella.htm

<http://www.unafavolaperprotesta.com>

I. Scoring Rubric

Scoring rubric for writing based on Brown (2004: 244)

	20-18	17-15	14-12	11-6	5-1
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Grammar	Using native-like grammar fluently;	Using advanced grammar; few grammar	Having some grammar mistakes that may bring a negative	Many serious grammar problems; needing	Numerous grammar problems

	presenting correct clause, articles, prepositions, modals, verbs and tenses; no fragments	mistakes (that somewhat do not influence communication) ; no fragments	effect on communication although the ideas are presented properly; existence of some fragments	grammar review; difficulties in reading sentences	that greatly interfere the message; difficulties (for readers) to understand the meaning of the writing; disorganized sentence structure
Punctuations , spelling and mechanics	Correctly using English writing conventions like margins, capital letters, paragraphs intended, punctuation and spelling; very neat	Some problems in punctuations and mechanics; some errors in spelling	Having some errors in writing conventions; problems in spelling that may distract the reader; some errors in punctuation	Serious problems with the format of paper; illegible parts of essay; punctuation errors (sentence and final punctuation); unacceptable for some readers	Illegible paper, severe spelling problems; no apparent effort for English writing; no margins
Style and quality of expression	Using advanced vocabulary; the use of parallel structure; good register; concise	Efforts in using various vocabulary; appropriate register; not wordy; fairly brief style	Misusing vocabulary; low register awareness; using too many unnecessary words	Having some problems in vocabulary; lack of variety in expressing ideas; using monotonous structure	Using inappropriate vocabulary; no sentence variety

Maximum score = 20 x 5(aspects)=100

LESSON PLAN 3

School : SMA Colombo
Class : XI (Eleven)
Semester : 2
Lesson : English
Skill : Writing
Time Allocation : 2 x 45 minutes

A. Standard of Competence

Writing

12. To express meaning in short functional written texts and simple essays in the form of narrative, spoof and hortatory exposition in daily life contexts

B. Basic Competency

Writing

- 12.2 To express meaning in simple short essays accurately, fluently, and appropriately in the form narrative, spoof and hortatory exposition

C. Learning Objective

By the end of this lesson, the students are expected to be able to write narrative texts correctly and appropriately.

D. Indicators

- 1) Students find the information in narrative texts.
- 2) Students arrange narrative texts in correct organization.
- 3) Students apply the tense used in a narrative text correctly.
- 4) Students construct or write narrative texts appropriately.

E. Teaching Method

Genre-Based Approach

F. Teaching Activities

1. Opening (15 minutes)

- a. T greets dan asks ss' condition.
- b. Ss pray.
- c. T checks ss' presence.
- d. Ss listen T's explanation about what they are going to learn.
- e. Ss and T discuss about the purpose of the learning process and materials.

2. Main (60 minutes)

Building Knowledge of the Context

- a. T asks about some famous stories like Malin Kundang, Bawang Merah Bawang Putih, Cinderella, Beauty and The Beast and so on.
- b. The T asks:
 1. What do you know about the story?
 2. Who are the main characters of the story?
 3. What is the most interesting part of the story?
 4. How is the end of the story?
- c. Ss are given the explanation about narrative text.
- d. Ss are given the explanation about past simple tense.

Modelling of the Text

- a. T and ss discuss the first example of narrative text "A Selfish Giant".
- b. Ss' vocabulary is built up.
- c. Ss learn about the social functions and the tenses in narrative text.
- d. Ss identify the text organization in the text.

Joint Construction of the Text

- a. Ss find the difficult vocabularies in the text.
- b. Ss do the exercise of a story entitled "Timothy and the Shark".
- c. Ss are given an incomplete text and fill the blanks with the words provided in the box.

Independent Construction of the Text

- a. Ss are given series of pictures of "King Arthur".
- b. Ss are assigned to find some things in the pictures to practice their vocabulary.
- c. Ss arrange the incorrect sentences into correct and good sentences. The sentences can be used as the prompts to make the next task.
- d. Ss make the story of "King Arthur" with three paragraphs and some clues to what to write in each paragraph.

3. Closing (15 minutes)

- a. T make conclusion about the learning process.
- b. T gives feedback and evaluates students' works.
- c. T leads the pray.

d. T closes the teaching and learning process.

G. Materials

1. Read the following story and do the task.

A SELFISH GIANT



Every afternoon, as they were coming from school, the children went and played in the Giant's garden.


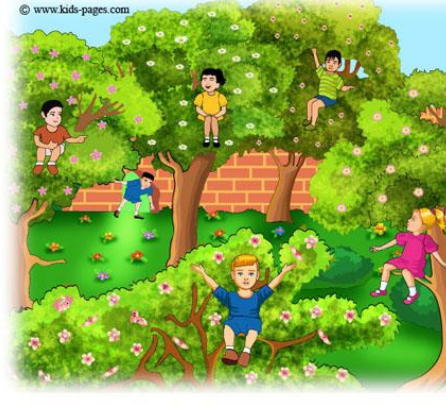
It was a large lovely garden, with soft green grass, beautiful flowers like stars, and there were twelve peach-trees that in the spring-time become wonderful flowers of pink and pearl, and in the autumn grew delicious fruit. The children were very happy there.



One day the Giant came back. He just had visited his friend and had stayed with him for seven years. After the seven years he returned to his own castle. When he arrived he saw the children playing in the garden.

"What are you doing here?" he said in a loud voice, and the children ran away.

"My own garden is my own garden," said the Giant; "people

	<p>cannot play in it but I can."</p> <p>So he built a high wall all round it, and put up a notice-board.</p> <p>TRESPASSERS WILL BE PROSECUTED</p> <p>He was a very selfish Giant.</p> <p>The poor children had no place to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it.</p> <p>When the Spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. In the Giant's garden, there were no birds, trees and flowers because it was still winter there.</p> <p>The Spring never came, nor the Summer.</p>
	<p>One morning the Giant woke up and he heard some lovely music. It sounded so sweet. He also heard the bird sang and there was delicious smell of flowers.</p> <p>"I believe the Spring has come at last," said the Giant; he then jumped out from bed and looked out.</p> <p>What did he see?</p> <p>He saw the most wonderful sight. Through a little hole in the wall, the children had entered the garden, and they were sitting in the branches of the trees. In every tree that he could see, there was a little child. The garden was full of flowers and the birds were singing beautifully. This scenery suddenly made the Giant very happy.</p>



The giant then went out from his house and greeted the children. "It is your garden now, little children," said the Giant, and he took a big axe and knocked down the wall. Seeing that, the children were very happy. They saw that the Giant was no longer grumpy. Since then, the Giant liked to play with the children in the beautiful garden.

Adapted from http://www.kids-pages.com/folders/stories/The_Selfish_Giant.htm

Characters	Characteristics
The Giant	:
Setting	
Place	:
How the story began	:
Problems	:
How the story ended	:

2. Complete the story below with the correct words and verbs. There are some words below each picture to help you.

TIMOTHY AND THE SHARK



like	Live	Swim
Dolphin	Sea	best friend

Once upon a time, there was a boy named Timothy. He lived near a beach and he liked to swim on a sea near his house with his best friend, the Dolphin.



challenge	fishing	give
brave	pass	accept
saw	ask	Fishermen

One day, Timothy and the Dolphin _____ some _____ that were going _____. Tim then got an idea to _____ the Dolphin a _____. He _____ the Dolphin to _____ to see whether the Dolphin was a _____ dolphin or not.



pass	jump	ready
net	surprised	catch

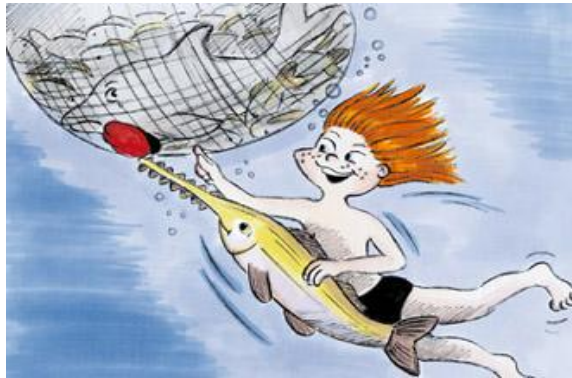
As expected, the Dolphin _____ and _____ in front of the Fisherman's boat and it _____ them. Unfortunately, the fishermen were _____ with their _____, so they immediately _____ the Dolphin.



Afraid	help	Saw fish
ask	rip	Look for

Knowing that the Dolphin was caught, Timothy was very _____. He then _____ for a help so he went to meet a _____. He _____ the fish to _____ the fishermen's net to save the Dolphin.

The sawfish _____ to save the Dolphin. The sawfish and Timothy _____ closer to the fishermen's net. Then, the saw fish _____ the net and the Dolphin and the other fish finally _____.



rip	agree
come	escape

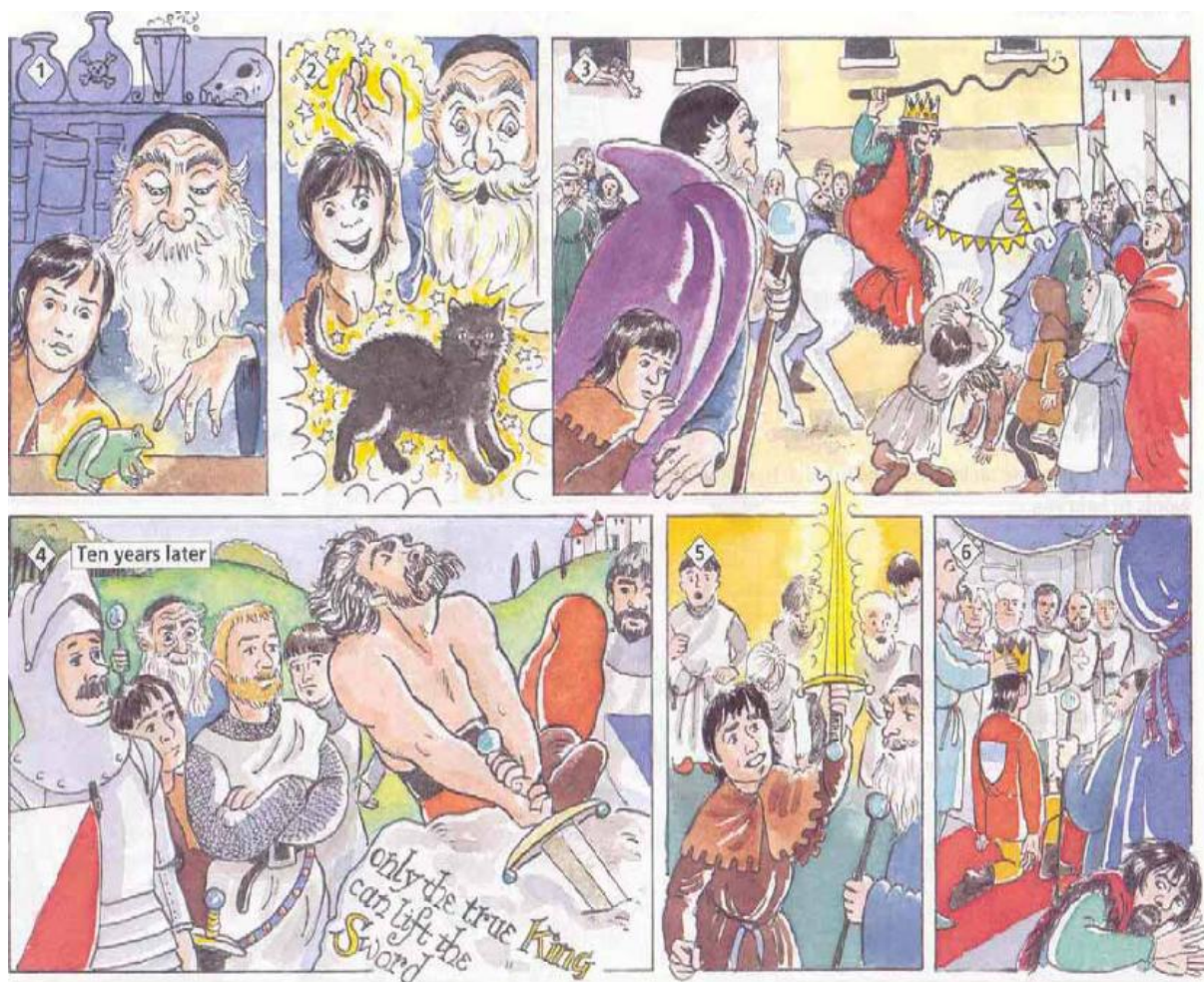


dangerous	say	Will
will	Thank you	

“_____, saw
fish! You save my best
friend.” _____ Timothy.
Since then, Timothy
_____ that he _____
not ask the Dolphin to
_____ a _____
thing again.

3. The series of pictures above tell about the story of “King Arthur”.

Take a look at the pictures and do the following exercises.



a) Find these things in the pictures

A crown	A knight	A magician	A stone	A shield
A sword	armour			

b) Arrange the words below into good sentences.

1. When/ Arthur/ young/ he/ not know/ he/ prince. (When Arthur was young, he did not know he was a prince)
2. He/ have/ teacher. / Teacher/ magician.

3. The old king/ cruel. / He/ will/ punish/ the citizens/ if/ they/ not do/ what/ the old king/ want.
4. The old king/ try/ to lift/ the sword/ but/ he/ fail.
5. When/ Arthur/ grow/ up, / Merlin, the magician/ take/ him/ to see/ sword/ in/ magic stone. / Arthur/ lift/ sword. / When/ people/ see/ this, / they/ make/ him/ king.

c) Plan Arthur story. Match the paragraph and the topic below and make it into a short text.

- | | |
|-------------|--|
| Paragraph 1 | a) Arthur became a king |
| Paragraph 2 | b) Merlin and young Arthur |
| Paragraph 3 | c) The mystery of the sword in the stone |

King Arthur

Paragraph 1:

Paragraph 2:

Paragraph 3:

H. Source

Stephens, Mary. (1997). *Pictures for Writing: Book 2*. Hong Kong: Longman Asia Limited.

http://www.kids-pages.com/folders/stories/The_Selfish_Giant.htm

I. Scoring Rubric

Scoring rubric for writing based on Brown (2004: 244)

	20-18	17-15	14-12	11-6	5-1
	Excellent to Good	Good to Adequate	Adequate to Fair	Unacceptable-not work	college-level
Organization (introduction , body, and conclusion)	Effective title, introductory (that leads to body) and conclusion; stating thesis statement and the topic sentence in each paragraph; providing suitable evidence; using transactional expressions	Adequate title, introduction an and conclusion; producing acceptable body although some evidence may be lacking; some ideas and transitional expressions may not be fully developed; providing logical sequence	Scant introduction or conclusion; not presenting ideas orderly in the body; lack of supporting evidence; weak conclusion; problems in organization	Problems in introduction (less recognizable); having some problems in ordering ideas and organization; inadequate evidence; weak conclusion;	No introduction and conclusion; not organized body; lack of evidence; minimally recognizable organization
Logical development ideas (content)	Complete essay; fully developed ideas; no unrelated materials	Adequate essay but missing some points; not fully developed ideas; existence of unrelated materials	Not fully developed essay (the ideas may be missing); not well-organized paragraph;	Not well-organized essay; incomplete ideas	Completely inadequate essay; lack of ideas
Grammar	Using native-like grammar fluently; presenting correct clause, articles, prepositions, modals, verbs and tenses; no fragments	Using advanced grammar; few grammar mistakes (that somewhat do not influence communication) ; no fragments	Having some grammar mistakes that may bring a negative effect on communication although the ideas are presented properly; existence of some fragments	Many serious grammar problems; needing grammar review; difficulties in reading sentences	Numerous grammar problems that greatly interfere the message; difficulties (for readers) to understand the meaning of the writing; disorganized sentence structure

Punctuations , spelling and mechanics	Correctly using English writing conventions like margins, capital letters, paragraphs intended, punctuation and spelling; very neat	Some problems in punctuations and mechanics; some errors in spelling	Having some errors in writing conventions; problems in spelling that may distract the reader; some errors in punctuation	Serious problems with the format of paper; illegible parts of essay; punctuation errors (sentence and final punctuation); unacceptable for some readers	Illegible paper, severe spelling problems; no apparent effort for English writing; no margins
Style and quality of expression	Using advanced vocabulary; the use of parallel structure; good register; concise	Efforts in using various vocabulary; appropriate register; not wordy; fairly brief style	Misusing vocabulary; low register awareness; using too many unnecessary words	Having some problems in vocabulary; lack of variety in expressing ideas; using monotonous structure	Using inappropriate vocabulary; no sentence variety

Maximum score = 20 x 5(aspects)=100

LESSON PLAN 4

School : SMA Colombo
Class : XI (Eleven)
Semester : 2
Lesson : English
Skill : Writing
Time Allocation : 2 x 45 minutes

A. Standard of Competence

Writing

12. To express meaning in short functional written texts and simple essays in the form of narrative, spoof and hortatory exposition in daily life contexts

B. Basic Competency

Writing

- 12.2 To express meaning in simple short essays accurately, fluently, and appropriately in the form narrative, spoof and hortatory exposition

A. Learning Objective

By the end of this lesson, the students are expected to be able to write narrative texts correctly and appropriately.

B. Indicators

- 1) Students find the information in narrative texts.
- 2) Students arrange narrative texts in correct organization.
- 3) Students apply the tense used in a narrative text correctly.
- 4) Students construct or write narrative texts appropriately.

C. Teaching Method

Genre-Based Approach

D. Teaching Activities

1. Opening (15 minutes)

- a. T greets dan asks ss' condition.
- b. Ss pray.
- c. T checks ss' presence.
- d. Ss listen T's explanation about what they are going to learn.
- e. Ss and T discuss about the purpose of the learning process and materials.

2. Main (60 minutes)

Building Knowledge of the Context

- a. T reviews about previous discussion about narrative.
- b. T re-explains about features of narrative and simple past tense.

Modelling of the Text

- a. T and ss discuss the first example of narrative text "Goldilocks and Three Bears".
- b. Ss' vocabulary is built up.
- c. Ss arrange the pictures of the story based on the text.

Joint Construction of the Text

- a. Ss are given series of pictures that tell a story of "Lost in Forest"
- b. Ss arrange the jumbled paragraphs.
- c. Ss make the ending of the story with their own ideas and words.

Independent Construction of the Text

- a. Ss are given series of pictures of "Hansel and Greetel" and some words.
- b. Ss create a narrative text based on the pictures with their own ideas.

3. Closing (15 minutes)

- a. T make conclusion about the learning process.
- b. T gives feedback and evaluates students' works.
- c. T leads the pray.
- d. T closes the teaching and learning process.

E. Materials

1. Take a look at the pictures below and do the task and do the following tasks.



a) Match the situations below with the pictures above.

- | | |
|---|--|
| a) A girl ate porridge. | f) A girl tried to open a door. |
| b) Three bears were surprised and confused. | g) A girl jumped from a window. |
| c) A girl slept. | h) A girl and three bears talked each other. |
| d) A girl broke a chair and fell. | i) A girl picked some flowers. |

e) A girl was surprised and three bears were looking at her.

b) The story below is based on the pictures above. Read the following story and put the pictures in order based on the story by putting numbers on the pictures.

Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She lived at the edge of the forest with her family. One morning, while she was picking flowers, Goldilocks wandered into the forest and lost her way. She was very frightened, but then she saw a friendly little cottage in the distance.

The friendly little cottage belonged to three bears. One was a great big Papa Bear, one was a middle-sized Mama Bear, and one was a tiny little Baby Bear. That morning, the three bears decided to take a walk while their porridge – which tastes like oatmeal – was cooling. It was too hot to eat! Right as they left through the back door, Goldilocks came in through the front door very quietly.

The first thing she saw and smelled was the sweet, steamy porridge. “I sure am hungry,” Goldilocks said. “I’ll just have one bite.” First, she tried a spoonful from Papa Bear’s great big bowl. “OW!” she yelled, “TOO HOT!” Next, she tried a spoonful from Mama Bear’s medium-sized bowl. “Brrrrr! TOO COLD!” she complained. Finally, Goldilocks tried a spoonful from Baby Bear’s tiny little bowl. “YUMMY!” she cried. “THIS IS JUST RIGHT!” Goldilocks ate the entire bowlful.

After running around the forest all day, Goldilocks’ feet were sore. “I need to sit down for a little while to rest my sore feet!” she thought. First, she sat in Papa Bear’s great big armchair. “TOO HARD!” she screamed. Goldilocks stomped to the next chair. Next she sat in Mama Bear’s medium-sized chair. It was so soft that she sunk in! “TOO SOFT!” she complained, as she pulled herself out of the cushions. Finally, she sat in Baby Bear’s tiny little rocking chair. “JUST RIGHT!” She laughed, but the chair soon broke.

With nowhere to sit, Goldilocks climbed up the stairs to find somewhere to sleep. She was still very tired. First, she tried Papa Bear’s great big bed. “TOO HIGH!” she yelled. Then, she tried Mama Bear’s medium-sized bed. “TOO LOW!” she screamed. Finally, she tried Baby Bear’s tiny little bed. “JUST RIGHT!” she sighed. Then Goldilocks fell asleep and dreamed dreams of flowers and warm cookies.

Just then, the three bears returned home from their walk. They saw spoons in their porridge, and were very surprised. “Who’s been eating my porridge?” asked Papa Bear. “Who’s been eating my porridge?” asked Mama Bear. “Who’s been eating my

porridge and eaten it all up?" cried Baby Bear. Then, the three bears saw that their chairs had been used. "Who's been sitting in my chair?" Papa Bear howled. "Who's been sitting in my chair?" wondered Mama Bear. "Who's been sitting in my chair and BROKEN it?" squeaked Baby Bear.

The three Bears ran upstairs to check their bedrooms. "Who's been sleeping in my bed?" Papa Bear roared. "Who's been sleeping in my bed?" growled Mama Bear. She was a little angry and a little worried. "Who's been sleeping in my bed and is STILL HERE?" Baby Bear screamed. He said it so loudly that he woke Goldilocks up.

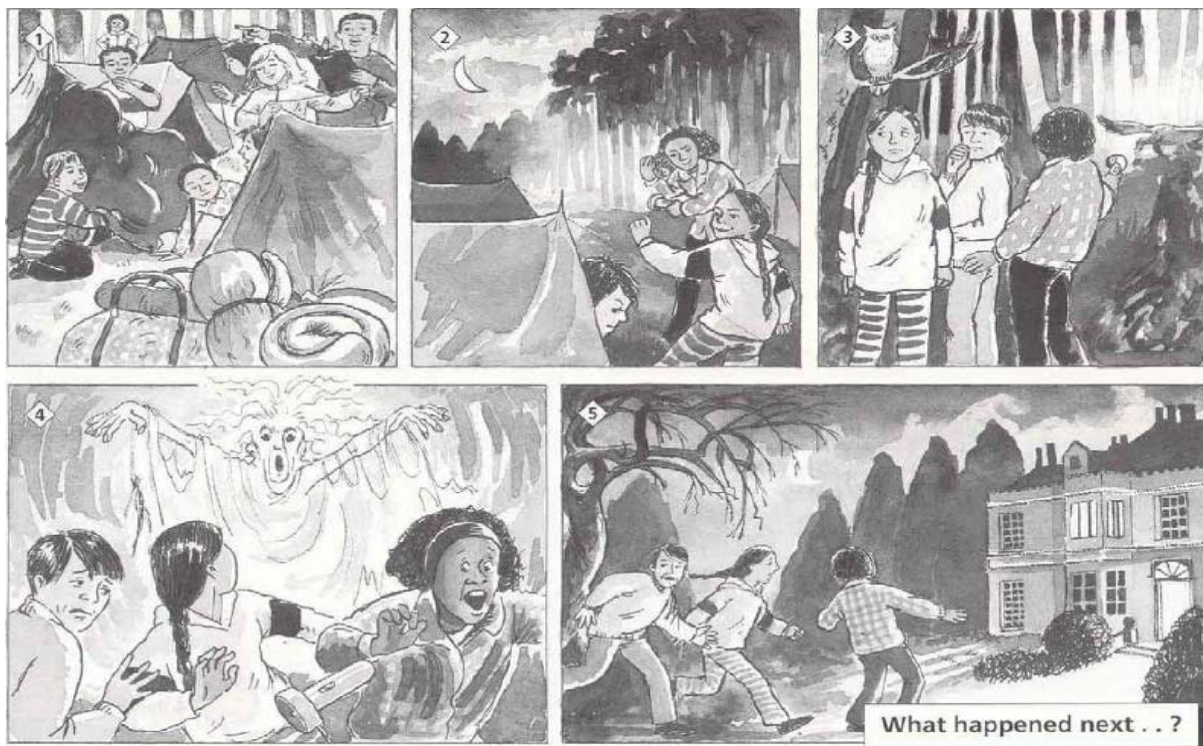
She was so frightened that she jumped out of bed, then jumped out the window, and raced through the forest until she heard her mother's voice. Goldilocks was so happy to see her mother that she promised to never wander through the forest alone again.

The next day, though, she realised she did something wrong by trespassing the bears' house and using their stuff without permission, so she felt sorry and went back to apologize to them. She knocked at the door politely this time, and Mama Bear appeared before her right away: "Hello", Goldilocks said frightened, "I am very sorry about yesterday, what I did was wrong. I ran away because I was scared." "It's, ok, dear, don't worry, come inside to meet the rest of the family." Mama Bear told the other two bears about Goldilock's apology and they were glad to have her company. They became very good friends from then on and Goldilocks kept visiting them as often as she could.

http://www.kids-pages.com/folders/stories/Goldilocks_and_the_Three_Bears.htm

2. Take a look at the pictures below and do the exercises.

LOST IN FOREST



A) Match the words below with the meaning.

- | | |
|---|--------------|
| 1. You sleep in this | tent |
| 2. You need this to see in the dark | ghost |
| 3. These grow in forest | campsite |
| 4. Place where you camp | tress |
| 5. Your camping house | sleeping bag |
| 6. Something that makes some people scared. | torch |



B) Based on the pictures above, arrange the paragraphs into the correct order by putting numbers based on the order.

	At night, when everybody was sleeping in the sleeping bag, Terry and two of his friends, Sam and Ann, went out quietly into the forest. There were curious about the forest.
	Once upon a time, There was a boy with high curiosity. His name is Terry. One day, Terry and his classmates went camping for spending their holiday. Terry and his classmates had fun in the campsite. They played, gathered and sang together.
	They kept running and hoped to find their campsite. Suddenly, from the distance, they saw light. They were very happy because they thought the light came from their campsite. However, they were surprised when they noticed that the light was not from their campsite. It was a house, a big house. After wondering whose house it was, they decided to enter the house.
	The forest was really dark. They could not see the way without the torch. Soon, they were lost! Sam and Ann began to worry, but Terry still kept walking to find the way home. Unfortunately, they did not find the way back.
	“ssst... Listen!” said Terry. They heard sound of birds and animals. Ann screamed. Suddenly, in the light of torch they saw big and white shadow appeared. Terry shouted “Ghost! Run!” They ran without knowing the direction. They were frightened.



C) Write the rest of the story with your own ideas.

3. Now, let's make a story based on the pictures below. The pictures above tell about the adventure of Hansel and Gretel. Write a story of Hansel and Gretel in your own versions. There are some words to help you arranging the story.

HANSEL AND GRETEL

	<p>House Talk Peek Parents</p>	
	<p>Work Follow Forest</p>	

		<p>Get lost Wild Afraid</p>	
		<p>Walk Find House Sweets</p>	
		<p>Sweets Witch Kind</p>	
		<p>Cruel Jail Eat Help</p>	

	Plan Set Trap Fireplace Push Fall Die	
	Run Return Father Wait Happy	

F. Source

Stephens, Mary. (1997). *Pictures for Writing: Book 1*. Turkey: Addison Wesley Longman Limited.

Stephens, Mary. (1997). *Pictures for Writing: Book 2*. Hong Kong: Longman Asia Limited.

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Style and quality of expression	Using advanced vocabulary; the use of parallel structure; good register; concise	Efforts in using various vocabulary; appropriate register; not wordy; fairly brief style	Misusing vocabulary; low register awareness; using too many unnecessary words	Having some problems in vocabulary; lack of variety in expressing ideas; using monotonous structure	Using inappropriate vocabulary; no sentence variety

Maximum score = 20 x 5(aspects)=100

Appendix 6

Attendance List

ATTENDANCE LIST

No.	Nama	Tanggal							
		19/4	23/4	25/4	26/4	30/4	2/5	7/5	9/5
1.	Adinda Tri s.	√	√	√	√	√	√	√	√
2.	Anisa Farah Nabila	-	-	-	-	-	-	-	-
3.	Dwi Oktafiani	√	√	√	√	√	√	√	√
4.	Endang K.	√	√	√	√	√	√	√	√
5.	Fitri Nur H.	√	√	√	√	√	√	√	√
6.	Fuad Ardiansyah	√	√	√	√	√	√	√	√
7.	Indriati Dyah K.	√	√	√	√	√	√	√	√
8.	Kiki Sandra D.	√	√	√	√	√	√	√	√
9.	M. Wasi'ul H.	√	√	√	√	√	√	√	√
10.	Natalia W.L.	√	√	√	√	√	√	√	√
11.	Noval Prayogo	√	i	√	√	√	√	√	√
12.	Nur Arzela V.	√	√	√	√	√	√	√	√
13.	Nurul Wahab	√	√	√	√	√	√	√	√
14.	Oktafia Tri H.	√	√	√	√	√	√	√	√
15.	Paking Setiana	√	√	√	√	√	√	√	√
16.	Pinkan Cemara P. M.	√	√	√	√	√	√	√	s
17.	Pranatama K.	√	√	√	√	√	√	√	√
18.	Ramadian M.	√	√	√	√	√	√	√	√
19.	Ridho Febriyan S. D.	√	s	√	√	√	√	√	√
20.	Rio Angga P.	√	√	√	√	√	√	√	√
21.	Rizka Nur A.	√	√	√	√	√	√	√	√
22.	Wildan M.	√	√	√	√	√	√	√	√
23.	Nuryadi S.	√	√	√	√	√	√	√	√
24.	Raafridho T.	√	√	√	√	√	√	√	i
25.	M. Rofiqul Khusni	√	√	√	√	√	√	√	√

Appendix 7

Students' Scores

STUDENTS' WRITING SCORES

No.	Name	Pre-test	Post-test 1	Post-test 2
1	Adinda Tri s.	64,0	62,5	76
2	Dwi Oktafiani	56,5	68,5	77,5
3	Endang K.	46,0	62,5	76
4	Fitri Nur H.	61,0	65,5	80,5
5	Fuad Ardiansyah	64,0	61	77,5
6	Indriati Dyah K.	62,5	62,5	77,5
7	Kiki Sandra D.	59,5	56,5	77,5
8	M. Wasi'ul H.	61,0	68,5	79
9	Natalia W.L.	55,0	62,5	77,5
10	Nur Arzela V.	55,5	74,5	80,5
11	Nurul Wahab	59,5	61	58
12	Oktafia Tri H.	70,0	64	76
13	Paking Setiana	62,5	65,5	74,5
14	Pranatama K.	53,5	68,5	77,5
15	Ramadian M.	44,5	61	77,5
16	Rio Angga P.	61,0	59,5	77,5
17	Rizka Nur A.	53,5	71,5	74,5
18	Wildan M.	52,0	58	80,5
19	Nuryadi S.	46,0	62,5	89,5
20	Raafridho T.	47,5	61	80,5
Total		1135	1277	1545,5

Pre-Test

Mean	56,75	SD	7,000939787
ID Mean	57,25	IDEAL SD	4,25

Post-test 1

Mean	63,85	SD	4,695742753
ID Mean	65,5	IDEAL SD	1,5

Post-test 2

Mean	77,275	SD	5,554692184
ID Mean	73,75	IDEAL SD	5,25

Appendix 8

Students' Works

1. Students' Works in Pre-test

a) Nuryadi Saputra's Work

PRE-TEST

a narrative text (about 100 words) about any story that you have ever heard or read based on your own ideas.

Revenge Obito

Orientation: ~~Once upon a time~~, once upon a time there was a child. His name is Obito Uchiha. He followed in his village academy. He ^{had} two friends whose names were Kakashi Hatake and Rin Nohara. Obito really love Rin and he also became a rival Kakashi.

Complication: one day, Obito ^{was} looked ^{saw that} Kakashi killing Rin, Obito ^{was} angry and he decided not to return to the village. He promised ^{He would} will make a new world where there was no hatred war only happiness.

Resolution: ?

b) Adinda Tri Spetiani's Work

Name : Adinda Tri Spetiani
 Class : XI IPA
 No. : 01

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Snow White and the Seven

Orientation:
 A beautiful girl, snow white takes refuge in the forest in the house of seven dwarfs to hide from her stepmother, the wicked queen. The queen is jealous because she wants to be know as "The fairest in the land" and snow white's beauty surpasses her own. The dwarfs grow to love their unexpected visitor, who cleans their house and cooks their meals.

Complication:
 But one day while the dwarfs are at their diamond mine, the queen arrives at the cottage disguised as an old woman and persuades snow white to bite into a poisoned apple. The dwarfs, warned by the forest animals rush home to chase the witch away, but they are too late to save snow white from the poisoned apple. They place her in a glass casket in the woods and mourn for her.

Resolution:
 The prince, who has fallen in love with snow white wake snow white up.

$V_1 \rightarrow V_2$

c) Endang Rusmawati's Work

Name : Endang Rusmawati
Class : XI IPA
No. : 03

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Rapunzel

Orientation: once upon a time king and queen ^{had} have daughter her named Rapunzel _{was}

Complication: Rapunzel ^{was kidnapped} kidnap by witch ^{was} and locked in the castle.

Resolution: Rapunzel ^{met} got with her parents. and then Rapunzel ^{got} married with a prince. And they lived happily ever after.

d) M. Wasi'ul Hikmah's Work

Name : M. Wasi'ul Hikmah
Class : XI IPA
No. : 03

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

back a naughty boy
Zack the naughty boy

Orientation:
Once upon a time there was a little family who had one child, called Zack, he ^{was} very naughty child, he never ^{wanted} to do what his parent told to him.

Complication:
One day he ^{went} goes to forest to play with his friend, until night came, he ^{finally} went home ^{lost} way to go home and he cried, but no one can hear his weeping. ^{could}

Resolution:
So he thought what he did, and he promise ^d if he can go home he will be good child. and good after ^{that} his father ^{was} come ^{came} for looking him and he so happy and he be a good child forever after ^{→ became}

e) Nur Azela Valentine's Work

Name : Nur Azela Valentine
Class : XI IPA
No. : 11

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Thumbelina.

Orientation:

Once upon a time there ^{was} is a girl named Thumbelina. She was as small as thumb. She lived in the garden. When Thumbelina played, ^{put comma} she met the girl.

Complication:

The girl's parents wanted to ^{destroy} destroyed thumbelina home's. But, Thumbelina asked for not to destroy this home.
asked not destroying

Resolution:

Finally, the girl's parents decided for not ^{destroying} destroyed the Thumbelina home's.

f) Oktafia Tri Hapsari's Work

Name : Oktafia Tri Hapsari
 Class : XI IPA
 No. :

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Cinderella

Orientation:

Once upon a time, there lived an unhappy young girl with her step mother and two step sisters who didn't like her. There is a girl named Cinderella did not was

Complication:

One day, a ball would be held by the royal family of the kingdom to find the prince's wife. Remember what the fairy had said, Cinderella went home. But she lost one of slippers in ballroom. The prince picked up her slipper and would search for the girl whose foot fitted with the slipper. ?

Resolution:

The prince believed that Cinderella was the girl he met in the ball. Then the prince asked Cinderella to marry him. And at the end, Cinderella and the prince are lived Finally in the kingdom.

g) Paking Setiana's Work

Name : Paking Setiana
 Class : XI IPA
 No. :

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Bawang Putih

Orientation: Once upon a time there lived a kind hearted girl named Bawang Putih with Bawang Merah and Step mother. who live

Complication: Bawang putih always V? to torture by Bawang merah and step mother

Resolution: Bawang putih met a prince charming. Finally they got married and lived happily ever after.

h) Pranatama's Work

Name : Pranatama K
 Class : XI IPA
 No. :

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Princess and Bear

Orientation:

Once upon a time in village, there was a princess named Marsha, she ^{was} beautiful but she ^{was} naughty, Princess Marsha ^{had} a Bear Friend.

Complication:

one day Princess Marsha ^{met} a bear in forest and then she and bear ^{met} invited her to his home. ~~At~~ bear house, Marsha played ~~in~~ bear house and then she ^{made} bear angry.

Resolution:

after the bear was angry, princess Marsha took a apologize to bear, finally ^{princess} Marsha and Mr bear got friendship.

i) Raafridho Triasta's Work

Name : Raafridho Triasta P
 Class : XI - IPA
 No. : 23.

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

Deer and crocodile

Orientation: Once upon a time ^{who?} goes to forest to look ^{for} a food. When he arrived at forest. He ^{met} ~~me~~ crocodile.

Complication: Deer wanted to cross a river and he idea a crocodile to cross a river.

Resolution: Finally, deer ^{could} can cross a river and ^{could} can get his food and crocodile can be lip.

j) Ramadian's Work

Name : Ramadian M.
 Class : XI IPA
 No. : 10

PRE-TEST

Write a narrative text (about 100 words) about any story that you have ever heard or read before or based on your own ideas.

PINOCCHIO

Orientation:

one day a man living old wood sculptor. he created a puppet named pinocchio ?

Complication:

one day pinocchio lied to someone. he was surprised to see finally nose grew long
 his grew

Resolution:

never lie to anyone that didn't get a result of lying ?

2. Students' Works in Work in Post-test 1

a) Nuryadi Saputra's

Why did Tarzan and Jane leave the jungle?

Write a story of "Tarzan" based on the pictures above. Some words below may help you in creating the story.

crash	save
find	fall
take	love
grow	leave
live	

One day, a plane crashed in a forest, just a little baby boy who survived. There were also three gorillas and then ^{brought} the baby and take care. Gorilla that was taking care of the baby until ^{ed} noh? has grown up. and he calls himself Tarzan. One time, there was a hunter named Jane ^{who} came to the forest. when she was about to pounce on a tiger and then Tarzan came to help Jane. And finally Jane ~~was~~ brought Tarzan Leaving the forest.

b) Nurul Wahab's Work

grow = grew leave = left
live = lived

Tarzan

One upon a time the plane ^{was} fell in the forest. The plane ^{were} is broken, all people in the plane ^{was} is dead but one baby ^{was} was alive. His name is Tarzan. Tarzan lived in forest. Three gorillas found tarzan and then three gorillas saved and treat tarzan until ^{he} grew up in the forest. Tarzan ^{had} have friend, his friend ^{was} is lion and monkey.

Suddenly hunter came to forest. ^{The} hunter's name was Jane. Jane came to forest ^{to} search ^{to} tarzan, but lion attacked ^{to} Jane and then tarzan saved Jane because Jane's beautiful and kindness.

Finally tarzan ^{left} ~~leaved~~ forest with Jane because he wanted ^{to} get married. And he had two children.

c) Pranatama's Work

take love
grow leave
live

TARZAN

one upon a time, there was a baby name is tarzan. Tarzan ^{fell} ~~was to~~ fall down from plane. gorillas found a baby and to caring the baby like ^{their} baby. they lived in the jungle. Tarzan grew up in the forest and had a monkey's friend.

And then suddenly hunter came to forest who named Jane. Then, Jane met lion after that lion attacked Jane. tarzan helped Jane because Jane kindness.

Jane and tarzan left forest for married in the city.

d) Rizka Nur's Work

crash crash	fall fall jatuh
find menemukan	love cinta
take mengambil	leave meninggalkan
grow memelihara	
live hidup	

TITLE?

one day, the aircraft crashed in the middle of forests. There was a little boy who was thrown from the plane and still alive. There was a monkey with its son noticed the son of man was then treated and he was given named tarzan. Every day the boy plays with a variety of animals. One day there were many people who had camping. There was participant named Jane who would be eaten by the lion, and then she was helped by tarzan. Eventually they loved each and they got married.

e) Nur Azela Valentine's Work

take ✓	love ✓
grow ✓	leave ✓
live ✓	

one day, there was a plane crashed at the jungle. All the passengers died the only one who ^{was} still ^{alive} ^{it} was a baby. Fortunately, the gorillas ^{found} the baby and took him to live with them. ^{grew} ^{grew}

The baby ^{grew} up be a kid and ^{grew} up be a strong man. Then, he found the hunter her named is Jane. When, she would be attack by a Tiger, Tarzan helped her and saved her.

Finally, they ^{attacked} ^{fell} in love each other. ^{Finally} ^{found} they get married and left the jungle. Tarzan ^{felt} ^{felt} living the jungle and gorillas.

f) Fitri Nurhidayat's Work

crash	save
find	fall
take	love
grow	leave
live	

TITLE

once upon a time, there was a plane crashed and fell into the forest. when the plane ~~was~~ fell, suddenly appeared a baby from the plane. There were two monkeys saw the baby and then took him. They grew the baby, the baby ^{is name was} named Tarzan. Tarzan felt happy with his life. One day, there was a woman who walked in the forest she saw a tiger which ^{would} eat her. when tarzan looked that, he ~~was~~ saved the woman, the woman ^{is name was} named Jane. Tarzan ^{fell} in love with Jane. Finally, tarzan and Jane ^{left} the jungle. They ^{got} married and lived happily ever after.

g) M. Wasi'ul Hikmah's Work

b) Write a story of "Tarzan" based on the pictures above. Some words below may help you in creating the story.

crash	save
find	fall
take	love
grow	leave
live	

TITLE

one ^{ce b} upon a time, a plane crashed in a forest, just a little baby boy who survived, there were also three gorillas and ^{they} then ^{brought} the baby and take care ^{of them} and he ^{called} himself tarzan. one time, there was a hunter named Jane came to the forest. when she was about to pounce on a tiger and then Tarzan come to help Jane, And finally Jane ~~was~~ brought Tarzan leaving the forest, and ^{married} with ~~him~~ Tarzan.

h) Dwi Oktafiani's Work

crash	tabrakan / menabrak	save	penyelamatan
find	menemukan	fall	jatuh
take	mengambil	love	cinta
grow	memelihara	leave	meninggalkan
live	hidup / tinggal		

TARZAN

One upon a time there was a baby named ~~the~~ Tarzan.

Tarzan ~~was~~ ^{he} ~~fall~~ ^{fell} down from plane.

Gorillas finded a baby a to ^{care} ~~care~~ the baby like ~~they~~ ^{their} baby.

they lived in the jungle.

After, he grow up and he ^{saw} ~~helped~~ Jane attacked by tiger.

and he ^{tried} ~~tried~~ to save Jane.

and then Jane fell in love with Tarzan

then they went to city and got married.

and they ^{lived} ~~lived~~ happily forever.

i) Oktafia Tri Hapsari's Work

take	mengambil	love	cinta
grow	memelihara	leave	meninggalkan
live	hidup / tinggal		

"TARZAN"

Once upon a time, there was a plane. A plane is crashed of three [?]

in the jungle. Gorillas ~~found~~ ^{found} a baby and carried to where he ~~lived~~ ^{lived}. [?]

The baby lived in the jungle with gorillas. Gorillas ~~took~~ ^{took} care

~~the~~ a baby and he grew up. They gave ^{him} ~~him~~ name "Tarzan".

Tarzan lived happily together with other animals in the jungle.

One day, there came a hunter named Jane. Jane ^{was} ~~was~~ chased

by a tiger. And then tarzan saved Jane. Tarzan fell in love

with Jane and eventually got married and left the jungle.

-The end-

j) Paking Setiana's Work

crash tabrakan/menabrakan	save penyelamatan
find menemukan	fall jatuh
take mengambil	love cinta
grow tumbuh/berkembang	leave meninggalkan
live hidup/tinggal	

TARZAN

Once upon a time, there was a baby named tarzan. ^{fell} tarzan was ^{found} to fall down from plane. Gorilla's ^{found} a baby and ^{took} e the baby like their babies. They lived ⁱⁿ the jungle. ^{grew} Tarzan ^{grew} to become a good ^{children}. After his ^{he} growing up, ^{he} ^{became} to be friends with gorilla's and tiger. Tarzan ^{was} looking ^{ed for} tiger, the tiger ^{wanted} will ^{be} to attack a woman hunter named jane. And then tarzan ^{saved} saving jane from stab tiger. Finally jane ^{fell} was falling in love with tarzan. After that jane ^{brought} bring tarzan to be as human normal in the town.

3. Students' Works in Post-test 2

a) Nuryadi Saputra's Work

Name : Nuryadi Saputra
No : 22

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Three Fishes

Orientation: Once upon a time, three fishes lived in a pond. one evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'we have never fished here before. we must come back tomorrow morning with our nets and catch fish.' Then the fishermen left.

Complication: When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, "Did you hear what the fishermen said? we must leave this pond at once. The fishermen will return tomorrow and kill us all." The second of the three fishes agreed "you are right", he said. "we must leave the pond".

Resolution: The eldest of the fishes left the pond that very evening with his entire family. The second this saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

b) Raafridho Triasta's Work

Name : Raafridho Triasta Pueru
No : 23 - XI - IPA

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Orientation: Robert very kind → Very kind Robert
 who was → His name
 Once upon a time in the village there was a man whom very kind. He named was Robert. Although he was poor, but he helped many people who had trouble.

Complication: Suddenly there was an old woman needed helped. Old woman needed food for children - old woman ask for helped to Robert but Robert had only slightly food. for helping? a little

Resolution: Finally Robert gave food to old woman who needed more more needed old woman very grateful to Robert and old woman gave letter. The next day to Robert got much many money from old woman. It turned out grandma into princess. Finally Robert was very rich but Robert was not arrogant and Robert fixed kind? to many people.

c) Dwi Oktafiani's Work

Name : Dwi Oktafiani
No : 02 / XI IPA

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

King of The Jungle

Orientation:

One day a tiger saw a fox walking alone. Then, he intended to attack the fox.

Complication:

When tiger jumped on fox, Fox cried out, "How dare you attack the king of the jungle?" Tiger looked at him in amazement. "Nonsense! You are not king!" "Certainly I am," replied the fox. "All the animals run from me in terror! If you want to prove come with me." Fox went into the forest with tiger in heels.

Resolution:

When they came to a herd of deer, the deer saw Tiger behind the fox and ran in all direction. They came to a group of monkey, saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?" "I am surprised, but I have seen it with my own eyes. Forgive me attacking you, Great king." Tiger bowed low with great ceremony, he let the fox go.

d) Fitri Nurhidayat's Work

Name : Fitri Nurhidayat
No : 04

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

BANYU WANGI

Orientation:
Once upon a time, there was a local ruler named king Sulohkromo thing. Prime minister king had named Raden Sidopekso. Prime minister's wife had named Sri Tanjung. She was so beautiful and sweet that the king wanted her to be his wife. One day, the king sent the prime minister for long missions. While the prime minister went, the king tried to get Sri Tanjung, but the king failed.

Complication:
He was very angry and upset. So, when Sidopekso went back, the king told him that his wife was unfaithful to him. Prime minister was very angry with his wife. Sri Tanjung said that was not true. However, Sidopekso said that he would kill her. She took him to the river bank.

Resolution:
Before he killed him and threw him into the river, he said that he would be proven innocent. Once Sidopekso killed him, he threw his body into the river. River soon became clean and started spreading the wonderful aroma and very fragrant. Banyuwangi Proof of love born of noble and sacred.

e) Indriati Diah's Work

Name : Indriati Dyah Kusumadayanti
No : 06

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Golden Eggs.

Orientation:

Long time ago a remote village, in Central China was inhabited mainly with farmers and hunter. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Complication:

Few days later, an old man with long grey beard, passed by his house took pity on him. He ^{gave} ~~give~~ him a goose. A week later, to almost surprise the farmer found ^{an} ~~and~~ egg in his yard. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood has rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spend thrift.

Resolution:

Strangely, the goose only laid one golden egg every six ^{months} ~~months~~. The greedy farmer lost his patient and slaughtered his ~~goose~~ thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, ^{it was} ~~it's~~ already too late.

f) Rio Angga Permana's Work

Name : Rio Angga Permana
No :

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

snow white

Orientation: Once upon a time there lived a little girl named snow white. she lived with her Aunt and Uncle because her parents were dead.

Complication: One day she heard her Uncle and Aunt talking about leaving snow white in the castle because they both wanted to go America and they didn't have enough money to take snow white.

Resolution:

Snow white did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

g) Oktafia Tri Hapsari's Work

Name : Oktafia Tri Hapsari

No : 13

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Snow White

Orientation:
 Once upon a time there lived a little ^{girl} named Snow White. She lived with her aunt and uncle, because her parents were dead.

Complication:
 Snow White fled because she knew that her aunt and uncle talking about leaving Snow White in the castle. They wanted to go to America and they didn't have enough money to take Snow White with them.

Resolution: In the forest Snow White
 Saw this cottage. She knocked but no one answered, so she went inside and felt asleep. Meanwhile seven dwarfs were coming home and they went inside. There, they found Snow White woke up. Snow White saw the dwarfs. She told whole story about her.

h) Nur Azela Valentine's Work

Name : Nur Azela Valentine

No : XIIPA / 11.

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Bona and Rongrong

Orientation:

Once upon a time, there was a small elephant named Bona ^{who} lived at the jungle. Bona ^{had} a long trunk so he usually called by a small elephant with long trunk. It had friend named Rong-rong. Rong-rong was a cat. Bona and Rong-rong always were together.

Complication:

One day, when they were walking around, they met William. He was crying. They asked William what the matter was. William said that his kite was caught on a tree branch. Finally, Bona and Rong-rong helped William. Bona helped to take the kite with its trunk.

Resolution:

At last, William got his kite. He was very glad. And he said thank you to Bona and Rong-rong. Bona and Rong-rong felt glad because they ^{had} helped William.

i) Natalia's Work

Name : Natalia W. L.
No : 09.

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

Cinderella

Orientation:

Orientation: a
One Upon a time, there lived young girl with her step mother and two step sisters who didn't like her. She had to work hard all day. One day, a ball was to be held by the royal family of the kingdom to find the princess's spouse.

Complication:

Complication:
Cinderella came to the kingdom and at the ballroom Cinderella amazed everybody there include the prince. When the prince set eyes on Cinderella, he was stuck by her beauty, he bowed deeply and asked her to dance. and then Cinderella ran back to the coach and went home.

Resolution:

Resolution:
In the next morning the prince began to search everywhere in the Kingdom, until he found Cinderella's house and the price Prince began to wear the slipper into Cinderella foot and it was fit.

The prince believed that Cinderella was the girl he met in the ball. Then the prince asked Cinderella to marry him.

finally Cinderella and the prince lived happily ever after in the kingdom

j) Paking Setiana's Work

POST-TEST

Write a narrative text (about 100 words). It can be based on the story you know or you can create a story based on your ideas.

The KOMODO Lizard

Orientation: Along time ago, there ^{were} two fisherman. They tied their boat up. Hurried out of the boat and ran down the streets of their hometown "We saw a dragon on komodo Island" they shouted.
↳ dragon

Complication: A man heard their shouts, his name ^{was} is Hendricks. He believed that. He had to go to komodo Island and brought back one of the dragons for people to see. Then, Hendricks found it. There were large lizards, some of them three meters long. their legs were short and thick and on their feet were sharp claws like knives. The lizards had yellow tongues

Resolution: It was difficult and dangerous to catch the lizards. The lizards attacked hendricks. In addition, hendricks died. Hendricks died, friends kill the lizards to save him but he late finally, Hendricks friends caught two alive lizards and put them their ship. Then they sailed back to their town without Hendricks. After a professional checked it, it was not Dragon. However, that is komodo Lizard.
↳ was

Appendix 9

Documentation



The researcher discusses a narrative text with the students.



The students do the task in groups given by the researcher.



The students in the class are settled in the class and pay attention to the researcher's explanation.



The students do the task independently.



The researcher tries to help a student who asks about the task to the researcher

Appendix 10

Permit Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id/

FRM/FBS/33-01
10 Jan 2011

Nomor : 435d/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

8 April 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING PICTURE SERIES TO IMPROVE THE ENGLISH WRITING SKILLS OF GRADE XI IPA STUDENTS AT SMA COLOMBO YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : GEUBRI BILQIS SYAKURA
NIM : 09202241045
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2014
Lokasi Penelitian : SMA Colombo Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMA Colombo Yogyakarta



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1477 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/1427/2014
 Hal : Rekomendasi Penelitian

Tanggal : 21 April 2014

MENGIZINKAN :

Kepada :
 Nama : GEUBRI BILQIS SYAKURA
 No.Mhs/NIM/NIP/NIK : 09202241045
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
 Alamat Rumah : Jl. Selamanik Katubanjarnegara, Banjarnegara
 No. Telp / HP : 0822325394240
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**USING PICTURE SERIES TO IMPROVE THE ENGLISH WRITING SKILLS
 OF GRADE XI IPA STUDENTS AT SMA COLOMBO YOGYAKARTA IN THE
 ACADEMIC YEAR OF 2013/2014**
 Lokasi : SMA Colombo, Sleman
 Waktu : Selama 3 bulan mulai tanggal: 21 April 2014 s/d 21 Juli 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

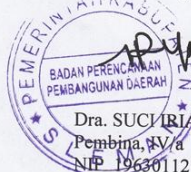
Dikeluarkan di Sleman

Pada Tanggal : 21 April 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCI RIANI SINURAYA, M.Si, MM

Pembina, S.V./a
NIP. 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Depok
5. Ka. SMA Colombo, Sleman
6. Dekan FBS - UNY
7. Yang Bersangkutan